DOCUMENT RESUME

ED 321 929 RC 017 632

AUTHOR Gutmann, Babette; And Others
TITLE A Summary of State Chapter 1 Migrant Education Program Participation and Achievement Information for 1985-86. Volume 2: Achievement.
INSTITUTION Decision Resources Corp., Washington, DC.
SPONS AGENCY Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE Mar 88
CONTRACT 300-86-0094
NOTE 193p.; For Volume 1: Participation, see RC 017 631.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Statistical Data (110)

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS Academic Achievement; *Achievement Rating; Achievement Tests; *Educational Testing; Elementary Secondary Education; Federal Programs; *Mathematics Achievement; Migrant Children; *Migrant Education; Migrant Programs; Migrant Youth; *Reading Achievement; Scores; Tables (Data)
IDENTIFIERS Education Consolidation Improvement Act Chapter 1; *Migrant Education Program; States (Geopolitical Regions)

ABSTRACT

This report summarizes the achievement information provided by state educational agencies for the Migrant Education Program, 1985-86. Of the 34 states submitting achievement information for the regular term, 29 used norm-referenced tests, 10 used criterion-referenced tests, and 3 used locally developed instruments. Of the 15 states submitting achievement information for the summer term, 6 used norm-referenced tests, 8 used criterion-referenced tests, and 6 used locally developed instruments. All states that submitted data tested reading and mathematics; 17 tested language arts. Several factors preclude a precise national estimate of the achievement of migrant education participants: (1) the variety of test types and range of test measures used; (2) under-testing of currently migrant students because of their mobility and language deficits; (3) incompatibility of standardized testing with the short-term basis of many migrant projects or the cyclical patterns of migrant movement; and (4) the inadequacy of reading and mathematics tests as measures of the impact of highly diversified programs. Individual sections for the District of Columbia, Puerto Rico, and all states except Hawaii describe the services delivered to migrant students, and, where applicable, provide information on achievement testing and tables of test results. Appendices describe the methodology used, and summarize data by grade and by grade-span for migrant students in those states that use a norm-referenced model of achievement gain and express regular term achievement results in normal curve equivalent scores. This report contains 81 data tables. (SV)

DECISION
RESOURCES
CORPORATION

[illegible] STREET, N.W. ■ SUITE [illegible] ■ WASHINGTON, D.C. 20036 ■ (202) 223-5555

ED321929

A SUMMARY OF STATE CHAPTER 1 MIGRANT EDUCATION PROGRAM PARTICIPATION AND ACHIEVEMENT INFORMATION FOR 1985-86

VOLUME 2: ACHIEVEMENT

BABETTE GUTMANN
ALLISON HENDERSON
JULIE DAFT

PREPARED FOR:

Office of Planning, Budget, and Evaluation

U.S. Department of Education

MARCH 1988

RC 017 632

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

---

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

A SUMMARY OF STATE CHAPTER 1 MIGRANT EDUCATION PROGRAM PARTICIPATION AND ACHIEVEMENT INFORMATION FOR 1985-86

VOLUME 2: ACHIEVEMENT

BABETTE GUTMANN
ALLISON HENDERSON
JULIE DAFT

PREPARED FOR:

Office of Planning, Budget, and Evaluation

U.S. Department of Education

CONTRACT NO. 300-86-0094

MARCH 1988

This report was prepared pursuant to Contract Number 300-86-0094, U.S. Department of Education. The cost of the project was $75,000. The opinions and conclusions expressed in this report are those of the authors and do not necessarily represent the position or policies of the U.S. Department of Education.

ACKNOWLEDGMENTS

We wish to thank the many individuals who contributed to the completion of this report. Particularly helpful to our efforts were several individuals in the U.S. Department of Education. James English of the Office of Planning, Budget, and Evaluation, who served as our Project Officer, and William Stormer, Dustin Wilson, and Daisy Greenfield of the Migrant Education Program provided us with direction and guidance throughout the study.

We are also grateful to the Chapter 1 Migrant directors and program evaluators in each state for their cooperation and assistance in verifying the information submitted on the State Performance Reports for 1985-86.

Our special thanks go to Mary Moore of DRC for her continual support and advice. Other DRC staff who deserve special recognition include Leslie Anderson for cheerfully assembling the state-level tables and Saunders Freeland for her expert typing of this document.

A SUMMARY OF STATE CHAPTER 1 MIGRANT EDUCATION PROGRAM PARTICIPATION AND ACHIEVEMENT INFORMATION FOR 1985-86

EXECUTIVE SUMMARY

This report encompasses two volumes and summarizes the participation and achievement information provided by state educational agencies (SEAs) on the ECIA Chapter 1 Migrant Education Program for the 1985-86 school year. The 1985-86 school year was the second year in which SEAs were required to submit participation information using a prescribed format (the State Performance Report).[1] For achievement information, statewide data summaries were requested, although no specific format was required.

Volume 1 provides the participation information, while this volume presents state-by-state descriptions of the types and results of the achievement information submitted by SEAs.

Thirty-four states (out of 48) provided statewide achievement information for the regular term.[2] The states used various types of tests. Norm referenced tests were reported in 29 states, while 10 states used criterion referenced tests, and three states used locally-developed instruments. In the summer term, 15 states (out of 45) provided statewide achievement information.[3] Summer term achievement testing was split fairly evenly between norm referenced tests (six states), criterion referenced tests (eight states), and locally-developed instruments (six states).

Several factors affect the precision of an assessment of achievement outcomes in migrant education projects. Among the most important factors are:

- o Since there were no standardized reporting requirements, states provided information from a variety of test types (such as norm referenced, criterion referenced, and locally-developed), using a range of test measures (such as normal curve equivalents, grade equivalents, number of objectives mastered, and number of skills mastered);

---

[1] In 1985-86, State Performance Reports were received from 49 states, the District of Columbia, and Puerto Rico. Hawaii does not participate in the migrant education program.

[2] Three states did not operate migrant education projects in the regular term.

[3] Six states did not operate migrant education projects in the summer term.

- Currently migrant students were typically the least likely to be part of project evaluation testing (especially testing with a pre/post design) because of their mobility and their language deficits;

- Standardized tests, with norms for fall and spring testing, may not be compatible with the short term basis of many migrant projects or the cyclical patterns of migrant movement; and

- Most states submitted results for participants tested in reading and mathematics. However, projects funded by the Chapter 1 migrant education program tended to be highly diversified. Therefore, evaluations of performance in these two subject areas may be inappropriate or inadequate measures of the impact of the services provided.

While these factors preclude the development of a precise national estimate of the achievement of migrant education participants, summary findings are presented in this report for those states reporting regular term achievement results, expressed in normal curve equivalent scores (NCEs), using a pretest/posttest norm referenced model. This achievement information was reported for almost 44,000 Chapter 1 migrant students in 13 states tested on an annual test cycle in reading and slightly over 29,000 tested in mathematics. About 9,000 Chapter 1 migrant students in 13 states were reported tested on a fall-spring test cycle in reading and over 8,000 in mathematics.[4]

For the Chapter 1 migrant students tested on an annual test cycle in reading, the total summary gains ranged from -0.8 NCE in grades 2-3 to 0.8 NCE in grades 4-6. The total summary pretest percentiles ranged from 23 in grades 9-12 to 31 in grades 2-3.

---

[4] The summary findings for these selected states are presented by grade span since one state reported the achievement information by grade span only.

In mathematics, for migrant education participants tested on an annual test cycle, the total summary gains ranged from -0.2 NCE in grades 9-12 to 1.8 NCEs in grades 4-6. The total summary pretest percentiles ranged from 33 in grades 9-12 to 42 in grades 2-3.

For the Chapter 1 migrant students tested on a fall-spring test cycle in reading, the total summary gains ranged from 4.7 NCEs in grades 9-12 to 9.6 NCEs in grades 2-3. The total summary pretest percentiles ranged from 12 in grades 9-12 to 20 in grades 7-8.

In mathematics, for migrant education participants tested on a fall-spring test cycle, the total summary gains ranged from 4.4 NCEs in grades 9-12 to 13.2 NCEs in grades 2-3. The total summary pretest percentiles ranged from 18 in grades 9-12 to 29 in grades 7-8.

TABLE OF CONTENTS

Page

Acknowledgments i

Executive Summary ii

Introduction 1

- Overview of Reporting Requirements 1
- Summary of Achievement Information Reported by the States 3
  - Regular Term Reports 3
  - Summer Term Reports 17
  - Summary Results from Selected States 30

State-by-State Descriptions 37

- Alabama 38
- Alaska 41
- Arizona 42
- Arkansas 44
- California 47
- Colorado 52
- Connecticut 55
- Delaware 60
- District of Columbia 61
- Florida 63
- Georgia 65
- Idaho 67
- Illinois 72
- Indiana 74
- Iowa 76
- Kansas 77
- Kentucky 79
- Louisiana 84
- Maine 86
- Maryland 87
- Massachusetts 89
- Michigan 92
- Minnesota 93
- Mississippi 96
- Missouri 97
- Montana 99
- Nebraska 100
- Nevada 101
- New Hampshire 104
- New Jersey 105
- New Mexico 108

Contents (continued)

Page

New York.................................. 113
North Carolina............................ 119
North Dakota.............................. 121
Ohio...................................... 122
Oklahoma.................................. 123
Oregon.................................... 128
Pennsylvania.............................. 130
Puerto Rico............................... 131
Rhode Island.............................. 133
South Carolina............................ 134
South Dakota.............................. 136
Tennessee................................. 139
Texas..................................... 144
Utah...................................... 146
Vermont................................... 147
Virginia.................................. 148
Washington................................ 149
West Virginia............................. 156
Wisconsin................................. 157
Wyoming................................... 158

Appendix A - Methodology.............................. 161

Appendix B - Achievement Information for States Reporting Pre/Post Norm Referenced Normal Curve Equivalent Results, by Grade and State........................ 163

Appendix C - Achievement Information for States Reporting Pre/Post Norm Referenced Normal Curve Equivalent Results, by Grade Span and State................... 181

INTRODUCTION

Recognizing that the migratory children of migratory farm workers were disadvantaged, P.L. 89-750 was enacted in November 1966, amending Title I of the Elementary and Secondary Education Act (ESEA) to authorize a program of services for these youths. The migrant education program, now authorized by Sections 141-143 of Chapter 1 of the Education Consolidation and Improvement Act (ECIA), provides funds to state educational agencies (SEAs) for "programs and projects...which are designed to meet the special educational needs of migratory children of migratory agricultural workers or of migratory fishermen, and to coordinate such programs and projects with similar programs and projects in other states, including the transmittal of pertinent information with respect to school records of such children" (Section 142).

Overview of Reporting Requirements

Sections 555(d) and (e) of Chapter 1, respectively, specify SEA responsibilities for (1) maintaining records and information, and (2) conducting evaluations and collecting data. These sections state:

> (d) Records and Information: Each State educational agency shall keep such records and provide such information to the Secretary as may be required for fiscal audit and program evaluation (consistent with the responsibilities of the Secretary under this chapter).
>
> (e) Evaluation: Each State educational agency shall-
>
> (1) conduct an evaluation of the programs assisted under this chapter at least every two years and shall make public the results of that evaluation; and
>
> (2) collect data on the race, age, and gender of children served by the programs assisted under this chapter and on the number of children served by grade-level under the programs assisted under this chapter.

The Department of Education (ED) published rules and regulations pertaining to these requirements in the Federal Register (7/1/86 Edition). In reference to the evaluation requirement, the Department wrote:

§204.23 Evaluation.

(a) SEA evaluation. (1) Each SEA shall-

- (i) Conduct an evaluation of the Chapter 1 programs in the State at least once every two years and make public the results of that evaluation; and
- (ii) Collect data annually on-
  - (A) The race, age, and gender of children served by the Chapter 1 programs in the State; and
  - (B) The number of children served by grade level under the Chapter 1 programs in the state.

(2) To meet the requirements in paragraph (a)(1)(i) of this section, the SEA may, for each Chapter 1 program, aggregate evaluation data collected under paragraph (b)(1)(i) of this section to obtain Statewide totals.

While these requirements obligated SEAs to report annual data to the federal government, ED did not specify the format nor provide guidelines for the information to be collected. As a result, states developed their own locally relevant criteria for collecting participation information.

In 1983, however, the ED General Counsel determined that all SEAs were required to submit standardized information on the migrant education program to the Department of Education. To implement this decision, ED solicited input from SEAs on the most appropriate measures and assembled a standard format for reporting of the participation information. The resulting standard form (the State Performance Report) received final approval by the Office of Management and Budget (OMB) in the spring of 1985. The 1984-85 school year was the first year of data collection using this form.

This report summarizes the 1985-86 State Performance Reports for the ECIA Chapter 1 Migrant Education Program.[1] The information for the 1985-86 school year was submitted by the SEAs in the winter and early spring of 1987. These performance reports provide information on the number of participants (by gender, year of birth, ethnic group, migrant status, and grade by regular term/summer term), the types of services provided (by regular term/summer term), the number of staff (by regular term/summer term), and achievement (by regular term/summer term). The participation information, collected and reported according to the prescribed format, is presented in Volume 1.

For achievement, statewide data summaries were requested, and any format desired by the SEA could be used. This volume, Volume 2, provides a description of the achievement information submitted by the SEAs for the 1985-86 school year. Although no specific format was prescribed, states were encouraged to provide data by school term, grade, subject area, and testing schedule.

Summary of Achievement Information Reported by the States[2]

Regular Term Reports

Thirty-four states provided statewide achievement information in the regular term.[3] The most prevalent subject areas for which information was reported were reading (in 32 of the 34 states) and mathematics (in 31 of the 34 states). In addition, achievement information in the other language arts area was provided by 17 states, while four states reported achievement information on English to limited English background students. (Table 1)

---

[1] In 1985-86, State Performance Reports were received from 49 states, the District of Columbia, and Puerto Rico. Hawaii does not participate in the migrant education program.

[2] This discussion is based on information submitted in the State Performance Reports and information obtained through telephone conversations with state officials. Appendix A discusses the methodology used in reviewing the submitted information.

[3] Three states did not operate migrant education projects in the regular term. One state provided achievement information from a variety of measures for individual school districts.

The states used various types of tests. Norm referenced tests were the most frequently used; results from norm referenced tests were reported in 29 states. Ten states used criterion referenced tests, while three states used locally-developed instruments. (Table 2)

Twenty-two states provided information on the number of Chapter 1 migrant education participants tested on either an annual or a fall-spring test cycle using norm referenced measures. Almost 65,000 Chapter 1 migrant students were tested in reading and over 48,000 were tested in mathematics. Eight states provided information on the number of Chapter 1 migrant education participants tested using criterion referenced tests or locally-developed measures. Over 6,000 Chapter 1 migrant students were tested in reading and slightly more than 5,000 were tested in mathematics.[4]

A comparison of the number of participants receiving reading and the number tested in reading shows that in 13 states (of the 22), over one-half of the participants that received reading were tested in reading using norm referenced tests. Similarly, in two states (of the eight), over one-half of the participants that received reading were tested in reading using criterion referenced tests or locally-developed measures.[5] (Table 3)

A comparison of the number of participants receiving mathematics and the number tested in mathematics shows that in 16 states (of the 22), one-half or more of the participants that received mathematics were tested in mathematics using norm referenced tests. Similarly, in three states (of the eight), over one-half of the participants that received mathematics were tested in mathematics using criterion referenced tests or locally-developed measures.[6] (Table 4)

---

[4] Two states provided the number tested on a variety of test instruments, including norm referenced tests, criterion referenced tests, and locally-developed measures. These two states are included in the discussion of criterion referenced and locally-developed measures.

[5] In two states, there were more participants tested in reading than were reported receiving reading services in the Chapter 1 Migrant Education Program. Officials in Arizona explained that the number tested represents migrant education participants receiving any type of service and not just reading. Due to the nature of the testing in Massachusetts, the number tested represents a duplicated count of participants.

In the 11 states that used criterion referenced or locally-developed tests, a variety of measures were used to assess achievement. (Table 5)

---

[6] In four states, there were more participants tested in mathematics than were reported receiving mathematics services in the Chapter 1 Migrant Education Program. Officials in Arizona and Illinois explained that the number tested represents migrant education participants receiving any type of service and not just mathematics. Due to the nature of the testing in Massachusetts, the number tested represents a duplicated count of participants.

Table 1

Regular Term
Statewide Achievement Information by Subject Area and State -- 1985-86
Chapter 1 Migrant Education Program

State	Statewide Achievement Data Provided	Subject Area				
		Reading	Mathematics	Other Language Arts	English to Limited English Background	Other
Alabama	Y	Y	Y	N	N	N
Alaska[a]	N	N	N	N	N	N
Arizona	Y	Y	Y	Y	N	N
Arkansas	Y	Y	Y	N	N	N
California[b]	Y	Y	Y	N	N	N
Colorado	Y	Y	Y	N	N	N
Connecticut	Y	Y	Y	Y	N	N
Delaware	N	N	N	N	N	N
District of Columbia	Y	Y	Y	Y	N	Y
Florida	Y	Y	Y	N	N	N
Georgia	Y	Y	Y	Y	N	Y
Idaho	Y	Y	Y	Y	Y	N
Illinois	Y	Y	Y	Y	Y	N
Indiana	Y	Y	Y	N	N	N
Iowa	Y	N	N	Y	N	N
Kansas	Y	Y	Y	N	N	N
Kentucky	Y	Y	Y	Y	N	N
Louisiana	Y	Y	Y	N	N	N
Maine	N	N	N	N	N	N
Maryland	N	N	N	N	N	N
Massachusetts	Y	Y	Y	N	N	N
Michigan	N	N	N	N	N	N
Minnesota	Y	N	N	Y	N	N
Mississippi	Y	Y	Y	N	N	N
Missouri	Y	Y	Y	Y	Y	Y
Montana[c]	N	N	N	N	N	N
Nebraska[c]	N	N	N	N	N	N
Nevada	Y	Y	Y	Y	N	N
New Hampshire	N	N	N	N	N	N
New Jersey	Y	Y	Y	N	N	N

Table 1 (continued)

		Subject Area				
State	Statewide Achievement Data Provided	Reading	Mathematics	Other Language Arts	English to Limited English Background	Other
New Mexico	Y	Y	Y	Y	N	N
New York[b/]	Y	Y	Y	N	Y	Y
North Carolina	Y	Y	Y	Y	N	N
North Dakota	N	N	N	N	N	N
Ohio	N	N	N	N	N	N
Oklahoma	Y	Y	Y	Y	N	N
Oregon	Y	Y	Y	Y	N	Y
Pennsylvania	Y	Y	N	N	N	N
Puerto Rico	Y	Y	Y	N	N	Y
Rhode Island	N	N	N	N	N	N
South Carolina	Y	Y	Y	N	N	N
South Dakota	Y	Y	Y	Y	N	N
Tennessee	Y	Y	Y	N	N	N
Texas	Y	Y	Y	N	N	N
Utah	N	N	N	N	N	N
Vermont	N	N	N	N	N	N
Virginia	N	N	N	N	N	N
Washington	Y	Y	Y	Y	N	N
West Virginia	N	N	N	N	N	N
Wisconsin	N	N	N	N	N	N
Wyoming[c/]	N	N	N	N	N	N
Total	34	32	31	17	4	6

[a/] Alaska did not provide a statewide summary of achievement information. Achievement information from a variety of measures was submitted for individual school districts.

[b/] California and New York provided achievement information for both limited English proficient and non-limited English proficient Chapter 1 migrant students.

[c/] Montana, Nebraska, and Wyoming did not operate migrant education projects in the regular term.

Table 2

Regular Term
Statewide Achievement Testing
by Type and State -- 1985-86
Chapter 1 Migrant Education Program

State	Type of Testing		
	Norm Referenced	Criterion Referenced	Locally-Developed
Alabama	Y	N	N
Alaska	N	N	N
Arizona	Y	N	N
Arkansas	Y	Y	N
California	Y	N	N
Colorado[a/]	Y	Y	N
Connecticut	Y	N	N
Delaware	N	N	N
District of Columbia	Y	N	N
Florida	Y	N	N
Georgia	Y	N	N
Idaho	Y	N	N
Illinois	Y	Y	Y
Indiana	Y	N	N
Iowa	Y	N	N
Kansas	Y	Y	N
Kentucky	Y	N	N
Louisiana	N	Y	N
Maine	N	N	N
Maryland	N	N	N
Massachusetts[b/]	N	Y	N
Michigan	N	N	N
Minnesota	Y	N	N
Mississippi[c/]	Y	N	N
Missouri	N	Y	Y
Montana[d/]	N	N	N
Nebraska[d/]	N	N	N
Nevada	Y	N	N
New Hampshire	N	N	N
New Jersey	Y	N	N

18

Table 2 (continued)

	Type of Testing		
State	Norm Referenced	Criterion Referenced	Locally-Developed
New Mexico	Y	N	N
New York	N	Y	N
North Carolina	Y	N	N
North Dakota	N	N	N
Ohio	N	N	N
Oklahoma	Y	N	N
Oregon	Y	N	Y
Pennsylvania	Y	N	N
Puerto Rico	N	Y	N
Rhode Island	N	N	N
South Carolina	Y	N	N
South Dakota	Y	N	N
Tennessee	Y	Y	N
Texas	Y	N	N
Utah	N	N	N
Vermont	N	N	N
Virginia	N	N	N
Washington	Y	N	N
West Virginia	N	N	N
Wisconsin	N	N	N
Wyoming[d]	N	N	N
Total	29	10	3

---

a/ Colorado provided achievement information using criterion referenced testing by project number only. The number tested could be computed, but the number of objectives mastered could not be aggregated.

b/ Massachusetts provided achievement information by test level within grade. The number tested by grade could be computed, but the average number of skills mastered by grade could not be aggregated.

c/ Mississippi provided achievement information by school district. The number tested statewide could be computed, but the pretest and posttest scores could not be aggregated statewide.

d/ Montana, Nebraska, and Wyoming did not operate migrant education projects in the regular term.

Table 3

Regular Term
Participants Receiving Reading Services and Number Tested in Reading by State -- 1985-86
Chapter 1 Migrant Education Program

State	Number of Participants[a]	Number Receiving Reading[a]	Number Tested in Reading[b]	
			Using Norm Referenced Measures	Using Criterion Referenced or Locally-Developed Measures
Alabama	2,114	830	633	
Alaska[c]	3,122	1,385		
Arizona	11,110	4,600	6,907	
Arkansas	6,180	3,053	1,177	141
California[d]	120,191	29,121	16,952	
Colorado	1,913	756	356	372
Connecticut	3,743	1,415	721	
Delaware[e]	306	192		
District of Columbia[f]	54	54		
Florida	20,743	9,973	2,091	
Georgia[f]	4,204	1,961		
Idaho	2,567	1,649	519	
Illinois	896	660	[g]	603[g]
Indiana	1,915	341	219	
Iowa[f]	115	81		
Kansas	3,702	1,255	[g]	596[g]
Kentucky	4,009	2,681	1,446	
Louisiana	6,012	4,075		896
Maine[e]	2,764	1,383		
Maryland[e]	86	8		
Massachusetts	3,723	2,100		2,722
Michigan[e]	7,599	1,430		
Minnesota	142	131	[h]	
Mississippi	3,651	2,588	1,439	
Missouri	932	376		[i]

Table 3 (continued)

State	Number of Participants[a]	Number Receiving Reading[a]	Number Tested in Reading[b] Using Norm Referenced Measures	 Using Criterion Referenced or Locally-Developed Measures
Montana[j]	0	0		
Nebraska[j]	0	0		
Nevada	566	352	135	
New Hampshire[e]	57	8		
New Jersey	1,260	354	353	
New Mexico	1,869	119	81	
New York[d]	4,558	3,940		875
North Carolina	5,753	3,594	1,650	
North Dakota[e]	163	163		
Ohio[e]	1,368	919		
Oklahoma	1,738	935	613	
Oregon	7,440	1,362	630	[k]
Pennsylvania[f]	2,691	446		
Puerto Rico[f]	8,087	0		
Rhode Island[e]	41	41		
South Carolina	169	153	93	
South Dakota	59	36	15	
Tennessee	118	118	62	28
Texas	67,993	43,774	27,833	
Utah[e]	116	53		
Vermont[e]	421	77		
Virginia[e]	527	470		
Washington	6,137	3,427	958	
West Virginia[e]	69	20		
Wisconsin[e]	608	306		
Wyoming[j]	0	0		
Total	323,601	132,765	64,883	6,233

---

[a] Data from A Summary of State Chapter 1 Migrant Education Program Participation and Achievement Information for 1985-86, Volume 1: Participation, 1988.

Table 3 (continued)

b/ In two states (Arizona and Massachusetts) there were more participants tested in reading than were reported receiving reading services in the Chapter 1 Migrant Education Program. Officials in Arizona explained that the number tested represents migrant education participants receiving any type of service and not just reading. Due to the nature of the testing in Massachusetts, the number tested represents a duplicated count of participants.

c/ Alaska did not provide a statewide summary of achievement information for the regular term.

d/ California and New York provided achievement information for both limited English proficient and non-limited English proficient Chapter 1 migrant students.

e/ Delaware, Maine, Maryland, Michigan, New Hampshire, North Dakota, Ohio, Rhode Island, Utah, Vermont, Virginia, West Virginia, and Wisconsin did not provide achievement information for the regular term.

f/ The District of Columbia, Georgia, Iowa, Pennsylvania, and Puerto Rico did not provide the number tested.

g/ Illinois and Kansas provided summary achievement information using a variety of test instruments, including norm referenced tests, criterion referenced tests, and locally-developed measures (in Illinois).

h/ Minnesota did not test in reading.

i/ Missouri tested 768 participants on a range of basic skills.

j/ Montana, Nebraska, and Wyoming did not operate migrant education projects in the regular term.

k/ Oregon did not provide the number tested using locally-developed measures by subject area.

Table 4

Regular Term
Participants Receiving Mathematics Services and Number Tested in Mathematics by State -- 1985-86
Chapter 1 Migrant Education Program

State	Number of Participants[a]	Number Receiving Mathematics[a]	Number Tested in Mathematics[b]	
			Using Norm Referenced Measures	Using Criterion Referenced or Locally-Developed Measures
Alabama	2,114	1,474	1,001	
Alaska[c]	3,122	1,016		
Arizona	11,110	3,794	6,858	
Arkansas	6,180	2,281	833	129
California[d]	120,191	23,227	16,105	
Colorado	1,913	487	247	232
Connecticut	3,743	1,126	280	
Delaware[e]	306	163		
District of Columbia[f]	54	54		
Florida	20,743	3,299	561	
Georgia[f]	4,204	1,804		
Idaho	2,567	977	295	
Illinois	896	495	[g]	519[g]
Indiana	1,915	239	219	
Iowa[f]	115	44		
Kansas	3,702	409	[g]	216[g]
Kentucky	4,009	3,260	1,703	
Louisiana	6,012	3,355		671
Maine[e]	2,764	803		
Maryland[e]	86	8		
Massachusetts	3,723	2,171		2,768
Michigan[e]	7,599	912		
Minnesota	142	66	[h]	
Mississippi	3,651	1,807	1,165	
Missouri	932	363		[i]

Table 4 (continued)

State	Number of Participants[a]	Number Receiving Mathematics[a]	Number Tested in Mathematics[b]: Using Norm Referenced Measures	Number Tested in Mathematics[b]: Using Criterion Referenced or Locally-Developed Measures
Montana[i]	0	0		
Nebraska[i]	0	0		
Nevada	566	195	113	
New Hampshire[g]	57	13		
New Jersey	1,260	343	425	
New Mexico	1,869	709	427	
New York[d]	4,558	2,729		620
North Carolina	5,753	3,090	1,650	
North Dakota[g]	163	163		
Ohio[g]	1,368	916		
Oklahoma	1,738	833	580	
Oregon	7,440	779	239	k/
Pennsylvania[f]	2,691	646		
Puerto Rico[f]	8,087	842		
Rhode Island[g]	41	41		
South Carolina	169	153	91	
South Dakota	59	30	15	
Tennessee	118	118	63	28
Texas	67,993	23,184	14,725	
Utah[g]	116	70		
Vermont[g]	421	0		
Virginia[g]	527	527		
Washington	6,137	2,795	940	
West Virginia[g]	69	20		
Wisconsin[g]	608	209		
Wyoming[i]	0	0		
Total	323,601	92,039	48,535	5,183

---

a/ Data from A Summary of State Chapter 1 Migrant Education Program Participation and Achievement Information for 1985-86, Volume 1: Participation, 1988.

Table 4 (continued)

b/ In four states (Arizona, Illinois, Massachusetts, and New Jersey) there were more participants tested in mathematics than were reported receiving mathematics services in the Chapter 1 Migrant Education Program. Officials in Arizona and Illinois explained that the number tested represents migrant education participants receiving any type of service and not just mathematics. Due to the nature of the testing in Massachusetts, the number tested represents a duplicated count of participants.

c/ Alaska did not provide a statewide summary of achievement information for the regular term.

d/ California and New York provided achievement information for both limited English proficient and non-limited English proficient Chapter 1 migrant students.

e/ Delaware, Maine, Maryland, Michigan, New Hampshire, North Dakota, Ohio, Rhode Island, Utah, Vermont, Virginia, West Virginia, and Wisconsin did not provide achievement information for the regular term.

f/ The District of Columbia, Georgia, Iowa, Pennsylvania, and Puerto Rico did not provide the number tested.

g/ Illinois and Kansas provided summary achievement information using a variety of test instruments, including norm referenced tests, criterion referenced tests, and locally-developed measures (in Illinois).

h/ Minnesota did not test in mathematics.

i/ Missouri tested 768 participants on a range of basic skills.

j/ Montana, Nebraska, and Wyoming did not operate migrant education projects in the regular term.

k/ Oregon did not provide the number tested using locally-developed measures by subject area.

Table 5

Regular Term
Number Tested Using Criterion Referenced and Locally-Developed Measures by State -- 1985-86
Chapter 1 Migrant Education Program

State	Measure Used	Number Tested	
		Reading	Mathematics
Arkansas	Average Number Skills Gained	141	129
Colorado	Number of Objectives Mastered	372	232
Illinois[a]	Percent not Meeting, Meeting, and Exceeding Standards	603	519
Kansas[a]	NCEs	596	216
Louisiana	Number and Percent Achieving Mastery	896	671
Massachusetts	Average Number of Skills Mastered	2,722	2,768
Missouri	Average Percent Gain	b/	b/
New York	Mean Number of Objectives Mastered	875	620
Oregon	Percent Attaining Objectives	c/	c/
Puerto Rico	Average Percent of Skills Mastered	d/	d/
Tennessee	Number of Skills Gained	28	28
Total Tested		6,233	5,183

---

a/ Illinois and Kansas provided summary achievement information using a variety of test instruments, including norm referenced tests, criterion referenced tests, and locally-developed measures.

b/ Missouri tested 768 participants on a range of basic skills.

c/ Oregon did not provide the number tested by subject area.

d/ Puerto Rico did not provide the number tested.

Summer Term Reports

In the summer term, 15 states provided statewide achievement information.[7] Again, testing in reading and mathematics was most prevalent--14 states provided reading achievement information and 12 reported mathematics achievement. Achievement information in other language arts was provided by seven states and in English to limited English background students by one state. (Table 6)

Summer term achievement results were split fairly evenly between norm referenced tests (six states), criterion referenced tests (eight states), and locally-developed instruments (six states). (Table 7)

Two states provided information on the number of Chapter 1 migrant education participants tested using norm referenced measures. About 100 Chapter 1 migrant students were tested in reading and in mathematics. Seven states provided information on the number of Chapter 1 migrant education participants tested using criterion referenced tests or locally-developed measures. Almost 9,000 Chapter 1 migrant students were tested in reading and in mathematics.[8]

A comparison of the number of participants receiving reading and the number tested in reading shows that in six states (of the seven), over one-half of the participants that received reading were tested in reading using criterion referenced tests or locally-developed measures.[9] (Table 8)

---

[7] Six states did not operate migrant education projects in the summer term. One state provided achievement information from a variety of measures for individual school districts. The achievement information provided by two states was not sufficiently detailed for inclusion in the summary information.

[8] One state provided the number tested on a variety of test instruments, including norm referenced tests, criterion referenced tests, and locally-developed measures. This state is included in the discussion of criterion referenced and locally-developed measures.

[9] In three states, there were more participants tested in reading than were reported receiving reading services in the Chapter 1 Migrant Education Program. Due to the nature of the testing in Massachusetts and Montana, the number tested represents a duplicated count of participants. Officials in Wyoming explained that the number tested represents migrant education participants receiving any type of service and not just reading.

A similar comparison of the number of participants receiving mathematics and the number tested in mathematics shows that in all seven states, over one-half of the participants that received mathematics were tested in mathematics using criterion referenced tests or locally-developed measures.[10] (Table 9)

In the 10 states that used criterion referenced or locally-developed tests, a variety of measures were used to assess achievement. (Table 10)

---

[10] In three states, there were more participants tested in mathematics than were reported receiving mathematics services in the Chapter 1 Migrant Education Program. Due to the nature of the testing in Massachusetts and Montana, the number tested represents a duplicated count of participants. Officials in Wyoming explained that the number tested represents migrant education participants receiving any type of service and not just mathematics.

Table 6

Summer Term
Statewide Achievement Information
by Subject Area and State -- 1985-86
Chapter 1 Migrant Education Program

State	Statewide Achievement Data Provided	Subject Area: Reading	Subject Area: Mathematics	Subject Area: Other Language Arts	Subject Area: English to Limited English Background	Subject Area: Other
Alabama	N	N	N	N	N	N
Alaska[a]	N	N	N	N	N	N
Arizona	N	N	N	N	N	N
Arkansas[b]	N	N	N	N	N	N
California	N	N	N	N	N	N
Colorado	Y	Y	Y	N	N	N
Connecticut	N	N	N	N	N	N
Delaware	Y	Y	Y	N	N	N
District of Columbia[b]	N	N	N	N	N	N
Florida	N	N	N	N	N	N
Georgia	N	N	N	N	N	N
Idaho	N	N	N	N	N	N
Illinois	Y	Y	Y	Y	Y	N
Indiana	Y	Y	N	N	N	N
Iowa	N	N	N	N	N	N
Kansas	N	N	N	N	N	N
Kentucky	N	N	N	N	N	N
Louisiana	N	N	N	N	N	N
Maine	N	N	N	N	N	N
Maryland	Y	Y	Y	Y	N	N
Massachusetts	Y	Y	Y	N	N	N
Michigan	N	N	N	N	N	N
Minnesota	Y	Y	Y	Y	N	N
Mississippi[b]	N	N	N	N	N	N
Missouri	Y	Y	Y	Y	N	Y
Montana	Y	Y	Y	N	N	N
Nebraska	N	N	N	N	N	N
Nevada[b]	N	N	N	N	N	N
New Hampshire	N	N	N	N	N	N
New Jersey	N	N	N	N	N	N

Table 6 (continued)

State	Statewide Achievement Data Provided	Subject Area: Reading	Subject Area: Mathematics	Subject Area: Other Language Arts	Subject Area: English to Limited English Background	Subject Area: Other
New Mexico	N	N	N	N	N	N
New York	N	N	N	N	N	N
North Carolina	N	N	N	N	N	N
North Dakota	Y	Y	N	N	N	N
Ohio	N	N	N	N	N	N
Oklahoma[b]	N	N	N	N	N	N
Oregon	Y	Y	Y	Y	N	Y
Pennsylvania	N	N	N	N	N	N
Puerto Rico[b]	N	N	N	N	N	N
Rhode Island[c]	N	N	N	N	N	N
South Carolina	Y	N	N	N	N	Y
South Dakota[b]	N	N	N	N	N	N
Tennessee	Y	Y	Y	N	N	Y
Texas	N	N	N	N	N	N
Utah	Y	Y	Y	Y	N	N
Vermont[c]	N	N	N	N	N	N
Virginia	N	N	N	N	N	N
Washington	N	N	N	N	N	N
West Virginia	N	N	N	N	N	N
Wisconsin	N	N	N	N	N	N
Wyoming	Y	Y	Y	Y	N	Y
Total	15	14	12	7	1	5

---

a/ Alaska did not provide a statewide summary of achievement information. Achievement information from a variety of measures was submitted for individual school districts.

b/ Arkansas, the District of Columbia, Mississippi, Nevada, Oklahoma, Puerto Rico, and South Dakota did not operate migrant education projects in the summer term.

c/ The achievement information provided by Rhode Island and Vermont was not sufficiently detailed for inclusion in the table.

Table 7

Summer Term
Statewide Achievement Testing
by Type and State -- 1985-86
Chapter 1 Migrant Education Program

	Type of Testing		
State	Norm Referenced	Criterion Referenced	Locally-Developed
Alabama	N	N	N
Alaska	N	N	N
Arizona	N	N	N
Arkansas[a]	N	N	N
California	N	N	N
Colorado[b]	N	Y	N
Connecticut	N	N	N
Delaware	Y	N	N
District of Columbia[a]	N	N	N
Florida	N	N	N
Georgia	N	N	N
Idaho	N	N	N
Illinois	Y	Y	Y
Indiana	Y	N	N
Iowa	N	N	N
Kansas	N	N	N
Kentucky	N	N	N
Louisiana	N	N	N
Maine	N	N	N
Maryland	Y	N	N
Massachusetts[c]	N	Y	N
Michigan	N	N	N
Minnesota	N	Y	Y
Mississippi[a]	N	N	N
Missouri	N	Y	Y
Montana[d]	N	Y	N
Nebraska	N	N	N
Nevada[a]	N	N	N
New Hampshire	N	N	N
New Jersey	N	N	N

Table 7 (continued)

State	Type of Testing		
	Norm Referenced	Criterion Referenced	Locally-Developed
New Mexico	N	N	N
New York	N	N	N
North Carolina	N	N	N
North Dakota	Y	N	N
Ohio	N	N	N
Oklahoma[a/]	N	N	N
Oregon	N	N	Y
Pennsylvania	N	N	N
Puerto Rico[a/]	N	N	N
Rhode Island	N	N	N
South Carolina	N	N	Y
South Dakota[a/]	N	N	N
Tennessee	N	Y	Y
Texas	N	N	N
Utah	Y	N	N
Vermont	N	N	N
Virginia	N	N	N
Washington	N	N	N
West Virginia	N	N	N
Wisconsin	N	N	N
Wyoming	N	Y	N
Total	6	8	6

---

a/ Arkansas, the District of Columbia, Mississippi, Nevada, Oklahoma, Puerto Rico, and South Dakota did not operate migrant education projects in the summer term.

b/ Colorado provided achievement information using criterion referenced testing by project number only. The number tested could be computed, but the number of objectives mastered could not be aggregated.

c/ Massachusetts provided achievement information by test level within grade. The number tested by grade could be computed, but the average number of skills mastered by grade could not be aggregated.

d/ Montana provided achievement information by school district. The number tested statewide could be computed, but the gain scores could not be aggregated statewide.

Table 8

Summer Term
Participants Receiving Reading Services and Number Tested in Reading by State -- 1985-86
Chapter 1 Migrant Education Program

			Number Tested in Reading[b]	
State	Number of Participants[a]	Number Receiving Reading[a]	Using Norm Referenced Measures	Using Criterion Referenced or Locally-Developed Measures
Alabama[c]	493	356		
Alaska[d]	104	87		
Arizona[c]	2,115	1,355		
Arkansas[e]	0	0		
California[c]	55,772	24,901		
Colorado	1,896	1,699		1,365
Connecticut[c]	259	259		
Delaware	391	327	51	
District of Columbia[e]	0	0		
Florida[c]	433	263		
Georgia[c]	1,584	1,103		
Idaho[c]	2,552	2,057		
Illinois	2,371	2,164	f/	2,069[f]
Indiana	2,436	213	g/	
Iowa[c]	67	67		
Kansas[c]	387	632		
Kentucky[c]	216	176		
Louisiana[c]	119	119		
Maine[c]	379	379		
Maryland	424	212	75	
Massachusetts	4,044	3,243		3,962
Michigan[c]	7,368	6,130		
Minnesota	2,507	1,277		618
Mississippi[e]	0	0		
Missouri	533	533		h/

Table 8 (continued)

State	Number of Participants[a]	Number Receiving Reading[a]	Number Tested in Reading[b] Using Norm Referenced Measures	Number Tested in Reading[b] Using Criterion Referenced or Locally-Developed Measures
Montana	647	110		219
Nebraska[c]	701	443		
Nevada[e]	0	0		
New Hampshire[c]	37	0		
New Jersey[c]	1,173	1,173		
New Mexico[c]	686	379		
New York[c]	2,148	1,984		
North Carolina[c]	1,795	1,741		
North Dakota	1,162	831	g/	
Ohio[c]	2,095	1,109		
Oklahoma[e]	0	0		
Oregon	3,817	2,030		i/
Pennsylvania[c]	1,449	516		
Puerto Rico[e]	0	0		
Rhode Island[j]	58	58		
South Carolina	755	410		k/
South Dakota[e]	0	0		
Tennessee	291	291		246
Texas[c]	3,635	2,562		
Utah	824	669	g/	
Vermont[j]	245	104		
Virginia[c]	324	246		
Washington[c]	2,815	2,111		
West Virginia[c]	46	28		
Wisconsin[c]	669	300		
Wyoming	528	2		316
Total	112,350	64,649	126	8,795

---

a/ Data from A Summary of State Chapter 1 Migrant Education Program Participation and Achievement Information for 1985-86, Volume 1: Participation, 1988.

Table 8 (continued)

b/ In three states (Massachusetts, Montana, and Wyoming) there were more participants tested in reading than were reported receiving reading services in the Chapter 1 Migrant Education Program. Due to the nature of the testing in Massachusetts and Montana, the number tested represents a duplicated count of participants. Officials in Wyoming explained that the number tested represents migrant education participants receiving any type of service and not just reading.

c/ Alabama, Arizona, California, Connecticut, Florida, Georgia, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Michigan, Nebraska, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Ohio, Pennsylvania, Texas, Virginia, Washington, West Virginia, and Wisconsin did not provide achievement information for the summer term.

d/ Alaska did not provide a statewide summary of achievement information for the summer term.

e/ Arkansas, the District of Columbia, Mississippi, Nevada, Oklahoma, Puerto Rico, and South Dakota did not operate migrant education projects in the summer term.

f/ Illinois provided summary achievement information using a variety of test instruments, including norm referenced tests, criterion referenced tests, and locally-developed measures.

g/ Indiana, North Dakota, and Utah did not provide the number tested.

h/ Missouri tested 28 participants on a range of basic skills.

i/ Oregon did not provide the number tested by subject area.

j/ The achievement information provided by Rhode Island and Vermont was not sufficiently detailed for inclusion in the table.

k/ South Carolina did not test in reading.

Table 9

Summer Term
Participants Receiving Mathematics Services and Number Tested in Mathematics by State -- 1985-86
Chapter 1 Migrant Education Program

State	Number of Participants[a]	Number Receiving Mathematics[a]	Number Tested in Mathematics[b]	
			Using Norm Referenced Measures	Using Criterion Referenced or Locally-Developed Measures
Alabama[c]	493	356		
Alaska[d]	104	70		
Arizona[c]	2,115	1,080		
Arkansas[e]	0	0		
California[c]	55,772	24,776		
Colorado	1,896	1,747		1,315
Connecticut[c]	259	0		
Delaware	391	316	54	
District of Columbia[e]	0	0		
Florida[c]		433	262	
Georgia[c]	1,584	1,016		
Idaho[c]	2,552	2,072		
Illinois	2,371	2,133	[f]	2,036[f]
Indiana	2,2,436	209	[g]	
Iowa[c]	67	67		
Kansas[c]	387	505		
Kentucky[c]	216	202		
Louisiana[c]	119	119		
Maine[c]	379	379		
Maryland	424	212	75	
Massachusetts	4,044	3,215		3,993
Michigan[c]	7,368	6,092		
Minnesota	2,507	1,287		669
Mississippi[e]	0	0		
Missouri	533	20		[h]

Table 9 (continued)

State	Number of Participants[a]	Number Receiving Mathematics[a]	Number Tested in Mathematics[b] Using Norm Referenced Measures	Number Tested in Mathematics[b] Using Criterion Referenced or Locally-Developed Measures
Montana	647	111		369
Nebraska[c]	701	460		
Nevada[e]	0	0		
New Hampshire[c]	37	0		
New Jersey[c]	1,173	1,173		
New Mexico[c]	686	656		
New York[c]	2,148	1,550		
North Carolina[c]	1,795	1,635		
North Dakota	1,162	1,003	g/	
Ohio[c]	2,095	1,263		
Oklahoma[e]	0	0		
Oregon	3,817	2,053		i/
Pennsylvania[c]	1,449	442		
Puerto Rico[e]	0	0		
Rhode Island[j]	58	54		
South Carolina	755	412		g/
South Dakota[e]	0	0		
Tennessee	291	291		225
Texas[c]	3,635	2,436		
Utah	824	616	k/	
Vermont[j]	245	103		
Virginia[c]	324	324		
Washington[c]	2,815	2,101		
West Virginia[c]	46	28		
Wisconsin[c]	669	295		
Wyoming	528	2		316
Total	112,350	63,161	129	8,923

---

a/ Data from A Summary of State Chapter 1 Migrant Education Program Participation and Achievement Information for 1985-86. Volume 1: Participation, 1988.

Table 9 (continued)

b/ In three states (Massachusetts, Montana, and Wyoming) there were more participants tested in mathematics than were reported receiving mathematics services in the Chapter 1 Migrant Education Program. Due to the nature of the testing in Massachusetts and Montana, the number tested represents a duplicated count of participants. Officials in Wyoming explained that the number tested represents migrant education participants receiving any type of service and not just mathematics.

c/ Alabama, Arizona, California, Connecticut, Florida, Georgia, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Michigan, Nebraska, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Ohio, Pennsylvania, Texas, Virginia, Washington, West Virginia, and Wisconsin did not provide achievement information for the summer term.

d/ Alaska did not provide a statewide summary of achievement information for the summer term.

e/ Arkansas, the District of Columbia, Mississippi, Nevada, Oklahoma, Puerto Rico, and South Dakota did not operate migrant education projects in the summer term.

f/ Illinois provided summary achievement information using a variety of test instruments, including norm referenced tests, criterion referenced tests, and locally-developed measures.

g/ Indiana, North Dakota, and South Carolina did not test in mathematics.

h/ Missouri tested 28 participants on a range of basic skills.

i/ Oregon did not provide the number tested by subject area.

j/ The achievement information provided by Rhode Island and Vermont was not sufficiently detailed for inclusion in the table.

k/ Utah did not provide the number tested.

Table 10

Summer Term
Number Tested Using Criterion Referenced and Locally-Developed Measures by State -- 1985-86
Chapter 1 Migrant Education Program

State	Measure Used	Number Tested	
		Reading	Mathematics
Colorado	Number of Objectives Mastered	1,365	1,315
Illinois[a/]	Percent not Meeting, Meeting, and Exceeding Standards	2,069	2,036
Massachusetts	Average Number of Skills Mastered	3,962	3,993
Minnesota	Percent Achieving Gains	618	669
Missouri	Average Percent Gain	b/	b/
Montana	Test Score Gains	219	369
Oregon	Percent Attaining Objectives	c/	c/
South Carolina	Skills Gained	d/	d/
Tennessee	Skills Mastered	246	225
Wyoming	Skills Acquired	316	316
Total Tested		8,795	8,923

---

a/ Illinois provided summary achievement information using a variety of test instruments, including norm referenced tests, criterion referenced tests, and locally-developed measures.

b/ Missouri tested 28 participants on a range of basic skills.

c/ Oregon did not provide the number tested by subject area.

d/ South Carolina did not test in reading or mathematics.

Summary Results from Selected States

Sixteen states reported achievement information for the regular term by grade expressed in normal curve equivalent (NCE) scores using a pretest/posttest norm referenced model.[11] One additional state provided this information by grade span.

Although the summary figures for this group of states are not precise national estimates of the overall achievement levels of migrant education participants, they do provide a measure of achievement for the participants tested in these selected states.

Several factors affect the precision of an assessment of achievement outcomes in migrant education projects. Among the most important factors are:

- Since there were no standardized reporting requirements, states provided information from a variety of test types (such as norm referenced, criterion referenced, and locally-developed), using a range of test measures (such as normal curve equivalents, grade equivalents, number of objectives mastered, and number of skills mastered);
- Currently migrant students were typically the least likely to be part of project evaluation testing (especially testing with a pre/post design) because of their mobility and their language deficits;
- Standardized tests, with norms for fall and spring testing, may not be compatible with the short term basis of many migrant projects or the cyclical patterns of migrant movement; and
- Most states submitted results for participants tested in reading and mathematics. However, projects funded by the Chapter 1 migrant education program tended to be highly diversified. Thus, evaluations of performance in these two

---

[11] The NCE is a type of standard score resulting from the division of the normal curve into 99 equal units, and is derived from the percentile rank. The mean of the NCE score distribution is 50, and the standard deviation is 21.06.

subject areas may be inappropriate or inadequate measures of the impact of the services provided.

With the above cautions in mind, the following summary findings are presented for those states reporting regular term achievement results, expressed in NCE scores, using a pretest/posttest norm referenced model. The results are provided by grade span since one state (California) reported achievement information by grade span only.

Annual Test Results. Thirteen states reported achievement results based on an annual test cycle.[12] In these states there were 43,966 participants tested in reading and 29,076 tested in mathematics. For these states, positive NCE gain scores were experienced in grades 4-6 and 7-8 for both reading and mathematics and also in grades 2-3 for mathematics. The total summary gains in reading ranged from -0.8 NCE in grades 2-3 to 0.8 NCE in grades 4-6. The total summary pretest percentiles in reading ranged from 23 in grades 9-12 to 31 in grades 2-3. (Table 11)

In mathematics, the total summary gains ranged from -0.2 NCE in grades 9-12 to 1.8 NCEs in grades 4-6. The total summary pretest percentiles in mathematics ranged from 33 in grades 9-12 to 42 in grades 2-3. (Table 12)

Fall-Spring Test Results. Thirteen states reported achievement results based on a fall-spring test cycle.[13] In these states there were 9,009 participants tested in reading and 8,247 tested in mathematics. For these states, positive NCE gain scores were experienced in each grade span for both reading and mathematics. The total summary gains in reading ranged from 4.7 NCEs in grades 9-12 to 9.6 NCEs in grades 2-3. The total summary pretest percentiles in reading ranged from 12 in grades 9-12 to 20 in grades 7-8. (Table 13)

In mathematics, the total summary gains ranged from 4.4 NCEs in grades 9-12 to 13.2 NCEs in grades 2-3. The total summary pretest percentiles in mathematics ranged from 18 in grades 9-12 to 29 in grades 7-8. (Table 14)

---

[12] These 13 states are Alabama, California, Colorado, Connecticut, Florida, Idaho, Kentucky, New Jersey, New Mexico, Oklahoma, South Carolina, South Dakota, and Texas.

[13] These 13 states are Alabama, Arkansas, California, Colorado, Connecticut, Idaho, Kentucky, Nevada, New Jersey, New Mexico, Oklahoma, Tennessee, and Washington.

Table 11

Reading Achievement Results
For Selected States
Annual Test Cycle
by Grade Span -- 1985-86
Chapter 1 Migrant Education Program[a]

Grade Span	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Grades 2-3	10,841	39.8	31	39.0	30	-0.8
Grades 4-6	18,247	36.4	25	37.2	27	0.8
Grades 7-8	8,666	36.2	25	36.6	26	0.4
Grades 9-12	6,212	34.9	23	34.2	22	-0.7
Total[b]	43,966					

---

a/ Twelve states (Alabama, Colorado, Connecticut, Florida, Idaho, Kentucky, New Jersey, New Mexico, Oklahoma, South Carolina, South Dakota, and Texas) provided achievement information by grade and one state (California) by grade span using a pretest/posttest norm referenced model.

b/ The sum of the number tested in reading on Tables 11 and 13 is not the same as the total number tested in reading using norm referenced testing on Table 3 for two reasons. First, the numbers on Table 3 represent achievement results from a variety of test scores, not just pretest/posttest NCE scores, as shown in Tables 11 and 13. Second, Tables 11 and 13 include information for participants in grades 2 through 12 only, while Table 3 also includes information for kindergarten and grade 1.

Table 12

Mathematics Achievement Results
For Selected States
Annual Test Cycle
by Grade Span -- 1985-86
Chapter 1 Migrant Education Program[a]

Grade Span	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Grades 2-3	7,742	46.3	42	47.2	44	0.9
Grades 4-6	12,631	43.7	38	45.5	41	1.8
Grades 7-8	5,469	43.4	37	44.8	40	1.4
Grades 9-12	3,234	41.3	33	41.1	33	-0.2
Total[b]	29,076					

---

[a] Twelve states (Alabama, Colorado, Connecticut, Florida, Idaho, Kentucky, New Jersey, New Mexico, Oklahoma, South Carolina, South Dakota, and Texas) provided achievement information by grade and one state (California) by grade span using a pretest/posttest norm referenced model.

[b] The sum of the number tested in mathematics on Tables 12 and 14 is not the same as the total number tested in mathematics using norm referenced testing on Table 4 for two reasons. First, the numbers on Table 4 represent achievement results from a variety of test scores, not just pretest/posttest NCE scores, as shown on Tables 12 and 14. Second, Tables 12 and 14 include information for participants in grades 2 through 12 only, while Table 4 also includes information for kindergarten and grade 1.

Table 13

Reading Achievement Results
For Selected States
Fall-Spring Test Cycle
by Grade Span -- 1985-86
Chapter 1 Migrant Education Program[a/]

Grade Span	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Grades 2-3	2,965	30.4	17	40.0	31	9.6
Grades 4-6	3,671	29.8	16	38.6	29	8.8
Grades 7-8	1,076	32.7	20	38.1	28	5.4
Grades 9-12	1,297	26.0	12	30.7	18	4.7
Total[b/]	9,009					

[a/] Twelve states (Alabama, Arkansas, Colorado, Connecticut, Idaho, Kentucky, Nevada, New Jersey, New Mexico, Oklahoma, Tennessee, and Washington) provided achievement information by grade and one state (California) by grade span using a pretest/posttest norm referenced model.

[b/] The sum of the number tested in reading on Tables 11 and 13 is not the same as the total number tested in reading using norm referenced testing on Table 3 for two reasons. First, the numbers on Table 3 represent achievement results from a variety of test scores, not just pretest/posttest NCE scores, as shown in Tables 11 and 13. Second, Tables 11 and 13 include information for participants in grades 2 through 12 only, while Table 3 also includes information for kindergarten and grade 1.

Table 14

Mathematics Achievement Results For Selected States Fall-Spring Test Cycle by Grade Span -- 1985-86 Chapter 1 Migrant Education Program[a]

Grade Span	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
Grades 2-3	2,760	37.5	27	50.7	51	13.2
Grades 4-6	3,342	34.9	23	47.8	45	12.9
Grades 7-8	1,014	38.8	29	45.5	41	6.7
Grades 9-12	1,131	30.8	18	35.2	24	4.4
Total[b]	8,247					

---

a/ Twelve states (Alabama, Arkansas, Colorado, Connecticut, Idaho, Kentucky, Nevada, New Jersey, New Mexico, Oklahoma, Tennessee, and Washington) provided achievement information by grade and one state (California) by grade span using a pretest/posttest norm referenced model.

b/ The sum of the number tested in mathematics on Tables 12 and 14 is not the same as the total number tested in mathematics using norm referenced testing on Table 4 for two reasons. First, the numbers on Table 4 represent achievement results from a variety of test scores, not just pretest/posttest NCE scores, as shown on Tables 12 and 14. Second, Tables 12 and 14 include information for participants in grades 2 through 12 only, while Table 4 also includes information for kindergarten and grade 1.

Organization

The remainder of this volume provides state-by-state descriptions of the types and results of the achievement information reported by the states. In Appendix A, the methodology used to review the 1985-86 State Performance Reports submitted by the states is presented. Appendices B and C present state-level tabular displays of achievement information, by grade and by grade span, respectively, for those states reporting regular term achievement results, expressed in normal curve equivalent scores, using a pretest/posttest norm referenced model.

STATE-BY-STATE DESCRIPTIONS

ALABAMA

During the regular term, the Alabama migrant education projects provided services to 2,114 students in pre-kindergarten through grade 12. Instructional services were provided in reading, language arts, mathematics, vocational/career education, and sewing. Supporting services included attendance, social work, and guidance; health; dental; and nutrition. During the summer term, services were provided to 493 students in pre-kindergarten through grade 10. Instruction was provided in English to students of limited English background, reading, language arts, mathematics, vocational/career education, music, art, physical education, nursery, and budgeting and consumerism. Supporting services included attendance, social work, and guidance; health; dental; nutrition; pupil transportation; and physical education.

Alabama provided pre- and post-test achievement data for the regular term for reading and mathematics. Data were reported in NCEs for fall-to-spring and annual testing cycles.

Table 15 provides pretest, posttest, and gain NCEs as well as the number tested, by subject area and grade, for participants tested on a fall-to-spring test cycle. For reading, gains ranged from 49.5 NCEs (grade 11) to -17.8 NCEs (grade 9). In mathematics, NCE gains ranged from 48.4 (grade 4) to 2.6 (grade 6).

Table 16 provides pretest, posttest, and gain NCEs as well as the number tested, by subject area and grade, for participants tested on an annual test cycle. For reading, NCE gains ranged from 12.0 (grade 3) to -5.0 (grade 11). For mathematics, gains ranged from 21.3 NCEs (grade 4) to -0.8 NCE (grade 10).

No achievement data were provided for the summer term.

Table 15

Chapter 1 Migrant Education Achievement Results for Students Tested on a Fall-Spring Schedule, by Subject Area, 1985-86

Alabama

Reading

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
1	19	44.1	48.9	4.8
2	16	45.2	41.3	-3.9
3	26	20.4	37.1	16.7
4	38	38.2	48.6	10.4
5	21	34.4	47.9	13.5
6	28	34.4	44.7	10.3
7	3	24.2	42.5	18.3
8	1	39.0	37.1	-1.9
9	1	89.6	71.8	-17.8
10	1	37.1	50.0	12.9
11	2	1.0	50.5	49.5
12	1	13.1	15.4	2.3
Total	157			

Mathematics

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
K	35	25.4	69.1	43.7
1	25	35.1	49.1	14.0
2	24	35.6	51.5	15.9
3	29	23.2	49.5	26.3
4	31	37.4	85.8	48.4
5	25	6.0	51.7	45.7
6	36	28.6	31.2	2.6
7	16	25.6	45.4	19.8
8	11	35.2	40.0	4.8
9	3	26.6	48.5	21.9
10	3	41.2	45.7	4.5
11	2	29.9	69.3	39.4
12	1	17.3	24.2	6.9
Total	241			

Table 16

Chapter 1 Migrant Education Achievement Results for Students Tested on an Annual Schedule, by Subject Area, 1985-86

Alabama

Reading

		NCE		
Grade	Number Tested	Pretest	Posttest	Gain
1	36	36.4	41.4	5.0
2	48	36.1	37.8	1.7
3	48	30.0	42.0	12.0
4	30	23.6	29.7	6.1
5	33	19.2	25.0	5.8
6	54	45.0	40.8	-4.2
7	84	28.7	29.0	0.3
8	93	36.3	37.7	1.4
9	21	6.7	15.4	8.7
10	18	23.0	27.2	4.2
11	6	20.4	15.4	-5.0
12	5	24.2	29.1	4.9
Total	476			

Mathematics

		NCE		
Grade	Number Tested	Pretest	Posttest	Gain
1	50	19.9	41.2	21.3
2	84	48.8	52.4	3.6
3	92	28.3	43.8	15.5
4	103	47.9	49.5	1.6
5	119	43.3	50.9	7.6
6	101	40.3	41.9	1.6
7	82	31.2	34.2	3.0
8	67	33.1	35.2	2.1
9	32	36.4	37.1	0.7
10	30	41.2	40.4	-0.8
11	--	--	--	--
12	--	--	--	--
Total	760			

ALASKA

The migrant education projects in Alaska provided services to 3,122 regular term students in pre-kindergarten through grade 12. Students received services in reading, language arts, mathematics, vocational/career education, science, and computer instruction. Supporting services included attendance, social work, and guidance; health; pupil transportation; and individual counseling. During the summer term, services were provided to 104 students in pre-kindergarten through ninth grade. With the exception of vocational/career education, summer term participants received the same instructional services as those received by participants in the regular term. Supporting services were not provided during the summer term.

Alaska's State Performance Report did not include a statewide summary of achievement data. Narrative descriptions of the program's impact in each school district offering migrant education projects in the regular term and the summer term were provided.

ARIZONA

The state's migrant education projects served 11,136 regular term students in pre-kindergarten through grade 12. Instruction was provided in English to students of limited English background, reading, language arts, mathematics, vocational/career education, tutorial secondary, preschool, gifted, and handicapped. Supporting services were provided in the areas of attendance, social work, and guidance; health; dental; nutrition; and pupil transportation. Services were provided to 2,115 summer term students in pre-kindergarten through grade 12. With the exception of gifted and handicapped services, summer term participants received the same instructional and supporting services as those received by participants in the regular term.

Arizona provided a statewide summary of achievement results for migrant students in reading, language arts, and mathematics for the regular term. A point-in-time, norm referenced model was used. (The test used was the Iowa Test of Basic Skills.) Testing took place in April 1986. The number tested and mean grade equivalents are presented in Table 17. Participants in grades 8 through 12 showed the highest grade equivalent scores across the three subject areas, ranging from 6.8 in reading and language arts (grade 9) to 8.6 in mathematics (grade 11).

No achievement data were provided for the summer term.

Table 17

Mean Grade Equivalent Scores, April 1986

Arizona

Grade	Reading		Language Arts		Mathematics	
	Number Tested	Mean Grade Equivalent	Number Tested	Mean Grade Equivalent	Number Tested	Mean Grade Equivalent
1	583	1.3	567	1.6	561	1.6
2	654	2.1	644	2.5	650	2.5
3	739	3.1	731	3.3	735	3.2
4	709	3.8	707	4.0	712	4.0
5	723	5.0	715	5.1	714	5.1
6	694	5.5	693	5.8	692	5.8
7	684	6.4	685	6.5	686	6.8
8	626	7.3	615	7.5	622	8.2
9	447	6.8	445	6.8	438	8.4
10	399	7.3	397	7.6	397	8.5
11	351	7.9	346	8.2	347	8.6
12	298	7.9	300	8.3	304	8.2
Total	6,907		6,845		6,858	

ARKANSAS

Migrant education projects in this state provided services to 6,180 regular term students in kindergarten through grade 12. Services were provided in English to students of limited English background, reading, mathematics, vocational/career education, and health. Supporting services included attendance, social work, and guidance; health; dental; pupil transportation; clothing; school supplies; and personal supplies. There were no summer term projects.

Arkansas provided pre- and post-test achievement data for reading and mathematics. Data were reported in NCEs for the fall-to-spring testing cycle.

Table 18 provides pretest, posttest, and gain NCEs as well as the number tested, by subject area and grade, for participants tested on a fall-to-spring test cycle. Gains were experienced in all grades, ranging from 1.0 NCE (grade 8) to 16.0 NCEs (grade 2) in reading, and 3.0 NCEs (grade 9) to 21.0 NCEs (grade 2) in mathematics.

In addition, the Individualized Criterion Referenced Test (ICRT) management system was used to evaluate the effectiveness of the tutorial program for migrant participants who move frequently and thus are not always available for a pre/post test schedule. This system, which counts the number of skills gained for the time tutored, had not been introduced in all project schools for the 1985-86 school year. Table 19 shows, by grade level, the number of children evaluated, the average number of weeks tutored, and the average number of skills gained in reading and mathematics. In reading, the highest average number of skills gained was 9 (grades 4 and 6). For mathematics, the highest average number of skills gained was 11 (grade 6).

Table 18

Chapter 1 Migrant Education Achievement Results for Students Tested on a Fall-Spring Schedule, by Subject Area, 1985-86

Arkansas

Reading

Grade	Number Tested	NCE		
		Pretest	Posttest	Gain
1	--	--	--	--
2	248	30.0	46.0	16.0
3	249	23.0	34.0	11.0
4	219	32.0	41.0	9.0
5	167	28.0	36.0	8.0
6	164	33.0	41.0	8.0
7	68	26.0	34.0	8.0
8	48	36.0	37.0	1.0
9	14	30.0	34.0	4.0
10	--	--	--	--
11	--	--	--	--
12	--	--	--	--
Total	1,177			

Mathematics

Grade	Number Tested	NCE		
		Pretest	Posttest	Gain
1	--	--	--	--
2	172	47.0	68.0	21.0
3	177	42.0	53.0	11.0
4	151	42.0	50.0	8.0
5	104	41.0	50.0	9.0
6	131	35.0	45.0	10.0
7	57	41.0	47.0	6.0
8	33	38.0	45.0	7.0
9	8	38.0	41.0	3.0
10	--	--	--	--
11	--	--	--	--
12	--	--	--	--
Total	833			

Table 19

Skills Gained, 1985-86 School Year

Arkansas

	Reading			Mathematics		
Grade	Number Eval.	Average Number Weeks Tutored	Average Number Skills Gained	Number Eval.	Average Number Weeks Tutored	Average Number Skills Gained
2	32	18	8	26	17	7
3	34	16	8	30	15	8
4	24	16	9	25	16	10
5	14	16	5	13	15	8
6	12	14	9	14	14	11
7	15	17	6	13	17	7
8	10	20	6	8	21	8
Total	141			129		

CALIFORNIA

The California migrant education projects provided services to 120,191 regular term students and 55,772 summer term students in pre-kindergarten through grade 12. Participants received services in English to students of limited English background, reading, language arts, mathematics, vocational/career education, tutorial secondary, preschool, gifted, GED/HEP, and handicapped. Supporting services included attendance, social work, and guidance; health; dental; nutrition; and pupil transportation.

California provided pre- and post-test achievement data for reading and mathematics for the regular term. Data were reported in NCEs for the fall-to-spring and annual testing cycles. The achievement information was reported for all migrant education participants, not only those receiving a particular instructional service.

Tables 20 and 21 provide pretest, posttest, and gain NCEs, as well as the number tested, by subject area and grade span, for limited English proficient participants tested on a fall-to-spring and an annual test cycle, respectively.

Limited English proficient participants tested on a fall-to-spring test cycle in reading and mathematics showed gains in all four grade spans (grades 2-3, 4-6, 7-8, and 9-12). The largest gains occurred in the grade span 4-6, with an NCE gain of 10.8 for reading and 17.0 for mathematics.

Limited English proficient participants tested on an annual test cycle in reading and mathematics showed gains in grade spans 4-6 and 7-8. The largest gains were in grade span 4-6; NCE gains of 1.2 were reported in reading and 1.1 in mathematics.

Tables 22 and 23 provide pretest, posttest, and gain NCEs, as well as the number tested, by subject area and grade span, for fluent English proficient and English only participants tested on a fall-to-spring and an annual test cycle, respectively.

Fluent English proficient and English only participants tested on a fall-to-spring test cycle in reading and mathematics experienced NCE gains in all four grade spans. The largest gains occurred in grade span 2-3, with an NCE gain of 9.6 in reading and 14.1 in mathematics.

Fluent English proficient participants tested on an annual test cycle showed gains in grade spans 2-3, 4-6, and 7-8 in reading and in grade spans 4-6 and 7-8 in mathematics. Gains were largest in grades 4-6, with an NCE gain of 1.3 in reading and 0.9 in mathematics.

No achievement data were provided for the summer term.

Table 20

Test Scores for Limited English Proficient
Participants Tested on a Fall-to-Spring Test Cycle, 1985-86

California

Reading

Grade	Number Tested	NCE		
		Pretest	Posttest	Gain
2 - 3	846	27.4	36.3	8.9
4 - 6	987	22.5	33.3	10.8
7 - 8	165	28.7	33.9	5.2
9 - 12	256	20.4	25.4	5.0
Total	2,254	24.6	33.6	9.0

Mathematics

Grade	Number Tested	NCE		
		Pretest	Posttest	Gain
2 - 3	826	34.8	47.6	12.8
4 - 6	980	30.6	47.6	17.0
7 - 8	165	36.2	40.5	4.3
9 - 12	173	22.2	29.4	7.2
Total	2,144	32.0	45.6	13.6

Table 21

Test Scores for Limited English Proficient Participants Tested on an Annual Test Cycle, 1985-86

California

Reading

Grade	Number Tested	NCE		
		Pretest	Posttest	Gain
2 - 3	1,480	31.7	31.2	-0.5
4 - 6	2,523	30.2	31.4	1.2
7 - 8	885	29.9	30.5	0.6
9 - 12	589	26.4	24.5	-1.9
Total	5,477	30.2	30.5	0.3

Mathematics

Grade	Number Tested	NCE		
		Pretest	Posttest	Gain
2 - 3	1,495	45.1	42.7	-2.4
4 - 6	2,430	42.0	43.1	1.1
7 - 8	857	43.3	43.3	0.0
9 - 12	539	41.0	38.3	-2.7
Total	5,321	43.0	42.5	-0.5

Table 22

Test Scores for Fluent English Proficient and English Only Participants Tested on a Fall-to-Spring Test Cycle, 1985-86

California

Reading

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
2 - 3	1,004	32.2	41.8	9.6
4 - 6	1,286	32.1	41.1	9.0
7 - 8	419	35.8	39.9	4.1
9 - 12	781	28.7	30.9	2.2
Total	3,490	31.8	38.9	7.1

Mathematics

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
2 - 3	1,021	37.0	51.1	14.1
4 - 6	1,235	37.6	50.0	12.4
7 - 8	412	41.6	47.9	6.3
9 - 12	756	32.9	36.1	3.2
Total	3,424	36.9	47.0	10.1

Table 23

Test Scores for Fluent English Proficient and English Only Participants Tested on an Annual Test Cycle, 1985-86

California

Reading

Grade	Number Tested	NCE		
		Pretest	Posttest	Gain
2 - 3	1,581	36.6	37.1	0.5
4 - 6	2,626	37.2	38.5	1.3
7 - 8	1,070	36.3	36.4	0.1
9 - 12	454	33.1	32.3	-0.8
Total	5,731	36.5	37.2	0.7

Mathematics

Grade	Number Tested	NCE		
		Pretest	Posttest	Gain
2 - 3	1,413	47.0	46.3	-0.7
4 - 6	2,425	44.8	45.7	0.9
7 - 8	963	44.4	45.1	0.7
9 - 12	415	39.4	38.8	-0.6
Total	5,216	44.9	45.2	0.3

COLORADO

Colorado's migrant education projects served 1,913 regular term students and 1,896 summer term students in pre-kindergarten through grade 12. Instructional services were provided in English to students of limited English background, reading, language arts, mathematics, vocational/career education, and secondary education tutoring. In addition, summer term participants received services in the following areas: arts and crafts, career education, computer education, dental instruction, drivers education, health instruction, music, outdoor education, physical education, science, social studies, supplemental tutoring to summer program attendants who were attempting credit, swimming instruction, and work study. Supporting services, provided during both terms, included attendance, social work, and guidance; health; dental; nutrition; pupil transportation; clothing; and pupil services.

Colorado provided pre- and post-test achievement data for reading and mathematics for the regular term. Data were reported in NCEs for the fall-to-spring and annual testing cycles for settled-out students who participated in the regular school year program. (Settled-out students were migrant children who resided in a district for a continuous twelve-month period.)

Table 24 provides pretest, posttest, and gain NCEs, as well as the number tested, by subject area and grade, for participants tested on a fall-to-spring test cycle. Participants tested in reading showed NCE gains ranging from 14.4 (kindergarten) to -2.6 (grade 6). Mathematics gains ranged from 9.2 NCEs (grade 1) to -9.1 NCEs (grade 6).

Table 25 provides pretest, posttest, and gain NCEs, as well as the number tested, by subject area and grade, for participants tested on an annual test cycle. For reading, NCE gains ranged from 13.0 (grade 12) to -4.4 (grade 7). For mathematics, NCE gains ranged from 19.0 (grade 12) to -6.2 (grade 7).

In addition, criterion referenced tests were used for reading and mathematics during the summer term as well as for active migrant participants during the regular year. Colorado provided the project number, test used, number of students tested, average number of instruction hours per week, and an average indication of achievement. During the regular term, there were 372 participants tested in reading and 232 tested in mathematics. During the summer term, there were 1,365 participants tested in reading and 1,315 tested in mathematics. The number of objectives mastered could not be aggregated for this report.

Table 24

Chapter 1 Migrant Education Achievement Results for Students Tested on a Fall-Spring Schedule, by Subject Area, 1985-86

Colorado

Reading

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
K	10	10.9	25.3	14.4
1	20	43.3	44.9	1.6
2	28	41.0	46.2	5.2
3	21	36.0	41.1	5.1
4	24	37.0	36.3	-0.7
5	15	34.0	41.3	7.3
6	18	39.5	36.9	-2.6
7	20	29.5	32.2	2.7
8	5	26.1	33.3	7.2
9	10	23.9	25.8	1.9
10	3	34.7	38.7	4.0
11	3	32.6	37.7	5.1
12	3	21.0	33.2	12.2
Total	180			

Mathematics

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
K	8	15.0	16.0	1.0
1	5	29.8	39.0	9.2
2	15	40.5	46.5	6.0
3	9	35.9	31.5	-4.4
4	9	35.6	34.7	-0.9
5	3	45.3	44.0	-1.3
6	7	30.8	21.7	-9.1
7	12	33.9	37.1	3.2
8	--	--	--	--
9	8	20.9	19.1	-1.8
10	--	--	--	--
11	--	--	--	--
12	--	--	--	--
Total	76			

Table 25

Chapter 1 Migrant Education Achievement Results for Students Tested on an Annual Schedule, by Subject Area, 1985-86

Colorado

Reading

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
1	20	30.3	32.1	1.8
2	25	34.3	35.0	0.7
3	22	38.3	37.5	-0.8
4	28	37.2	37.1	-0.1
5	19	31.6	29.5	-2.1
6	16	33.5	31.3	-2.2
7	17	39.6	35.2	-4.4
8	13	32.8	32.3	-0.5
9	4	30.7	35.1	4.4
10	9	33.6	31.4	-2.2
11	--	--	--	--
12	3	1.0	14.0	13.0
Total	176			

Mathematics

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
1	20	34.4	35.6	1.2
2	24	37.6	37.7	0.1
3	20	36.6	38.2	1.6
4	27	33.9	36.4	2.5
5	19	28.5	31.2	2.7
6	16	32.7	34.0	1.3
7	17	41.4	35.2	-6.2
8	12	36.1	33.9	-2.2
9	4	30.7	34.4	3.7
10	9	37.9	42.0	4.1
11	--	--	--	--
12	3	24.0	43.0	19.0
Total	171			

CONNECTICUT

Migrant education projects in this state served 3,743 regular term students in pre-kindergarten through grade 12. Instructional services were provided in reading, language arts, mathematics, vocational/career education, ethnic arts, and secondary tutoring. Supporting services included attendance, social work, and guidance; health; and dental. Two hundred and fifty-nine first through twelfth grade summer term students were provided services. Participants received reading and vocational/career education services. There were no supporting services during the summer term.

Connecticut provided pre- and post-test achievement data for reading, mathematics, and language arts for the regular term. Data were reported in NCEs for the fall-to-spring and annual testing cycles.

Table 26 provides pretest, posttest, and gain NCEs as well as the number tested, by subject area and grade, for participants tested on a fall-to-spring test cycle. For reading, gains ranged from 13.0 NCEs (grades 2 and 6) to -2.0 NCEs (grade 12). Gains ranged from 16.0 NCEs (grade 1) to 2.0 NCEs (grade 6) for mathematics. For language arts, gains ranged from 15.0 NCEs (grade 7) to 1.0 NCE (grade 6).

Table 27 provides pretest, posttest, and gain NCEs as well as the number tested, by subject area and grade, for participants tested on an annual test cycle. For reading, NCE gains ranged from 5.0 (grade 4) to -2.0 (grade 9). For participants tested in mathematics, NCE gains ranged from 12.0 (grade 4) to -6.0 (grade 10). Gains ranged from 9.0 NCEs (grade 12) to -3.0 NCEs (grade 10) for language arts.

No achievement data were provided for the summer term.

Table 26

Chapter 1 Migrant Education Achievement Results for Students Tested on a Fall-Spring Schedule, by Subject Area, 1985-86

Connecticut

Reading

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
1	22	32.0	37.0	5.0
2	24	19.0	32.0	13.0
3	34	33.0	45.0	12.0
4	19	38.0	46.0	8.0
5	23	32.0	40.0	8.0
6	26	24.0	37.0	13.0
7	25	22.0	25.0	3.0
8	20	36.0	39.0	3.0
9	14	5.0	17.0	12.0
10	13	37.0	46.0	9.0
11	5	45.0	54.0	9.0
12	4	8.0	6.0	-2.0
Total	229			

Mathematics

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
1	10	38.0	54.0	16.0
2	15	41.0	46.0	5.0
3	17	42.0	53.0	11.0
4	6	41.0	48.0	7.0
5	10	38.0	41.0	3.0
6	7	35.0	37.0	2.0
7	7	25.0	38.0	13.0
8	8	45.0	55.0	10.0
9	4	15.0	25.0	10.0
10	--	--	--	--
11	--	--	--	--
12	3	13.0	17.0	4.0
Total	87			

Table 26 (continued)

Language Arts

Grade	Number Tested	NCE		
		Pretest	Posttest	Gain
1	4	40.0	52.0	12.0
2	6	30.0	40.0	10.0
3	18	36.0	46.0	10.0
4	8	48.0	55.0	7.0
5	17	51.0	46.0	5.0
6	9	33.0	34.0	1.0
7	6	28.0	43.0	15.0
8	5	37.0	45.0	8.0
9	--	--	--	--
10	--	--	--	--
11	--	--	--	--
12	--	--	--	--
Total	73			

Table 27

Chapter 1 Migrant Education Achievement Results for Students Tested on an Annual Schedule, by Subject Area, 1985-86

Connecticut

Reading

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
1	--	--	--	--
2	55	51.0	54.0	3.0
3	82	46.0	47.0	1.0
4	91	42.0	47.0	5.0
5	72	46.0	45.0	-1.0
6	85	38.0	42.0	4.0
7	36	34.0	37.0	3.0
8	61	38.0	42.0	4.0
9	3	32.0	30.0	-2.0
10	5	30.0	30.0	0.0
11	--	--	--	--
12	2	28.0	32.0	4.0
Total	492			

Mathematics

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
1	--	--	--	--
2	8	51.0	61.0	10.0
3	17	37.0	46.0	9.0
4	17	44.0	56.0	12.0
5	33	42.0	52.0	10.0
6	33	43.0	48.0	5.0
7	25	41.0	48.0	7.0
8	22	35.0	37.0	2.0
9	17	42.0	39.0	-3.0
10	8	42.0	36.0	-6.0
11	6	22.0	27.0	5.0
12	7	29.0	28.0	-1.0
Total	193			

Table 27 (continued)

Language Arts

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
1	--	--	--	--
2	33	44.0	50.0	6.0
3	57	47.0	51.0	4.0
4	53	46.0	54.0	8.0
5	62	46.0	50.0	4.0
6	79	44.0	50.0	6.0
7	54	42.0	44.0	2.0
8	59	41.0	42.0	1.0
9	17	35.0	36.0	1.0
10	9	47.0	44.0	-3.0
11	6	28.0	28.0	0.0
12	5	17.0	26.0	9.0
Total	434			

DELAWARE

Delaware's migrant education projects served 306 regular term students in pre-kindergarten through grade 12. Participants received services in English to students of limited English background, reading, mathematics, tutorial secondary, and preschool. Supporting services included attendance, social work, and guidance; and nutrition. Summer term services were provided to 391 students in pre-kindergarten through grade 12. Instructional services were provided in English to students of limited English background, reading, language arts, mathematics, vocational/career education, tutorial secondary, preschool, and GED/HEP. Supporting services included attendance, social work, and guidance; health; dental; nutrition; and pupil transportation.

During the regular school year, Delaware's migrant education projects supplemented the regular classroom instruction. Participants were instructed in areas of weakness as indicated by their regular classroom teacher. Thus, no separate achievement data specific to the supplementary instruction were available other than skills mastery.

During the six-week summer term, all migrant projects used the Stanford Diagnostic Test. Fifty-one participants had pre- and posttest scores in reading. Of these 51 participants tested, 28 showed increases, 11 showed decreases, and 12 showed no change. There were 54 participants who had pre- and posttest scores in mathematics. Of these 54 participants tested, 37 showed increases, 11 showed decreases, and 6 had no change.

In another six-week summer program, it was reported that the grade equivalent growth in reading and mathematics was 0.50 and 0.42, respectively.

DISTRICT OF COLUMBIA

The District of Columbia's migrant education projects served 54 regular term students in pre-kindergarten through grade 12. Students were provided services in reading and mathematics. There were no supporting services provided during the regular term. There were no summer term projects.

The District of Columbia provided data on participants tested on the Comprehensive Test of Basic Skills (CTBS) in reading, mathematics, language arts, science, social studies, and reference skill areas.

Table 28 provides the skill area tested and the grade equivalent scores for 1985 and 1986 for grades 3, 6, 8, 9 and 11. In grades 3, 8, and 9, the grade equivalent scores increased or remained the same in all skill areas tested.

Table 28

Grade Equivalent Scores, May 1985 and May 1986

District of Columbia

Grade	Reading Grade Equivalent 1985	Reading Grade Equivalent 1986	Mathematics Grade Equivalent 1985	Mathematics Grade Equivalent 1986	Language Grade Equivalent 1985	Language Grade Equivalent 1986
3	4.1	4.3	4.1	4.1	4.2	4.5
6	6.9	6.9	7.2	7.0	7.7	7.5
8	7.9	8.2	8.9	8.9	8.2	8.3
9	8.7	9.1	9.7	9.7	9.2	9.7
11	10.2	10.0	9.9	10.2	10.4	10.3

Grade	Science Grade Equivalent 1985	Science Grade Equivalent 1986	Social Studies Grade Equivalent 1985	Social Studies Grade Equivalent 1986	Reference Skills Grade Equivalent 1985	Reference Skills Grade Equivalent 1986
3	4.5	4.7	4.0	4.7	4.7	4.9
6	7.4	7.0	6.2	7.0	8.8	9.2
8	--	--	--	--	8.9	9.5
9	8.7	9.4	9.2	9.3	9.5	10.0
11	9.7	9.0	10.1	10.3	11.1	10.7

FLORIDA

The migrant education projects in Florida provided services to 20,743 regular term students in pre-kindergarten through grade 12. Instruction was provided in English to students of limited English background, reading, language arts, mathematics, vocational/career education, preschool, and secondary tutorial. Supporting services included attendance, social work, and guidance; health; dental; nutrition; and pupil transportation. Services were provided to 433 summer term students in pre-kindergarten through grade 12. Instruction was provided in reading, mathematics, preschool, and secondary tutorial. The supporting services provided to summer term participants were the same as those offered during the regular term.

Florida provided pre- and post-test achievement data for reading and mathematics for the regular term. Data were reported in NCEs for an annual testing cycle.

Table 29 provides pretest, posttest, and gain NCEs as well as the number tested, by subject area and grade, for participants tested on an annual test cycle. NCE gains ranged from 3.4 (grade 8) to -0.2 (grade 4) for reading, and 8.1 (grade 2) to -1.4 (grade 6) for mathematics.

No achievement data were provided for the summer term.

Table 29

Chapter 1 Migrant Education Achievement Results for Students Tested on an Annual Schedule, by Subject Area, 1985-86

Florida

Reading

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
1	--	--	--	--
2	266	36.6	38.2	1.6
3	242	32.8	36.1	3.3
4	467	32.6	32.4	-0.2
5	453	28.5	31.2	2.7
6	384	28.3	31.6	3.3
7	171	30.5	32.4	1.9
8	108	31.7	35.1	3.4
9	--	--	--	--
10	--	--	--	--
11	--	--	--	--
12	--	--	--	--
Total	2,091			

Mathematics

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
1	--	--	--	--
2	106	38.8	46.9	8.1
3	71	34.7	37.4	2.7
4	84	36.6	42.4	5.8
5	77	37.7	39.5	1.8
6	68	37.0	35.6	-1.4
7	116	31.5	37.7	6.2
8	39	39.9	44.7	4.8
9	--	--	--	--
10	--	--	--	--
11	--	--	--	--
12	--	--	--	--
Total	561			

GEORGIA

Georgia's migrant education projects served 4,204 regular term students and 1,584 summer term students in pre-kindergarten through grade 12. Instruction was provided in English to students of limited English background, reading, language arts, mathematics, vocational/career education, and general tutorial. For the regular term, supporting services included attendance, social work, and guidance; health; dental; nutrition; pupil transportation; clothing; outdoor education; immunization; and high school graduation. With the exception of high school graduation, the same supporting services that were provided in the regular term were also provided in the summer term.

During school year 1985-86, statewide tests administered at grades 2, 4, 7, and 9 (Iowa Test of Basic Skills and the Test of Achievement and Proficiency) were coded to identify migrant students. Pretest scores were available for 519 students identified as migrant; 417 received instructional services and 102 did not.

The pretest showed that migrant students scored lower than the national norms on all areas tested, for both the students receiving instruction and students not receiving instruction. For migrant students receiving instruction, the least variance from national norms occurred in mathematics skills, where migrant students performed approximately equal to the national norms at grade 2. By grades 4 and 7, the gap had widened to 16 percentage points below the national norms, depending on grade level. The other areas were as follows:

Reading	18-19% below national norms
Language Skills	15-24% below national norms
Work-Study Skills	12-18% below national norms
Composites	14-15% below national norms
Social Studies	10-16% below national norms
Sciences	17-20% below national norms

For migrant students not receiving instruction, mathematics continued to be the area where students performed closest to national norms, with the range being 5 percent below for grade 2 to 16 percent below at grade 7. Vocabulary skills were 12-15 percent below the national norms, with other areas as follows:

Reading	19-20% below national norms
Language Skills	17-19% below national norms
Work-Study Skills	17-19% below national norms

Composites	13-17% below national norms
Social Studies	12-17% below national norms
Sciences	14-22% below national norms

No achievement data were provided for the summer term.

IDAHO

During the regular term, Idaho's migrant education projects served 2,567 kindergarten through twelfth graders. Participants received instructional services in English to students of limited English background, reading, language arts, mathematics, vocational/career education, social studies, speech, science, computer, and health. Supporting services included attendance, social work, and guidance; health; dental; nutrition; pupil transportation; parent conferences; completion of school forms; scheduling; purchasing; community services; and parent advisory council meetings. During the summer term, services were provided to 2,552 students in pre-kindergarten through grade 12. The same instructional services provided in the regular term were provided in the summer term, as well as art, music, physical education, and affective domain. The supporting services provided to summer term participants were the same as those provided to regular term participants.

Idaho provided pre- and post-test achievement data for reading, mathematics, language arts, and English as a second language for the regular term. Data were reported in NCEs for the fall-to-spring and annual testing cycles.

Table 30 provides pretest, posttest, and gain NCEs as well as the number tested, by subject area and grade, for participants tested on a fall-to-spring test cycle. In reading, NCE gains ranged from 48.3 (grade 12) to 3.0 (grade 10). In mathematics, NCE gains ranged from 14.3 (grade 4) to 2.0 (grade 9). In language arts, NCE gains ranged from 20.5 (grade 12) to -6.3 (grade 6). In English as a second language, NCE gains ranged from 23.3 (grade 7) to 0.5 (grade 11).

Table 31 provides pretest, posttest, and gain NCEs, as well as the number tested, by subject area and grade, for participants tested on an annual test cycle. For reading, the range of NCE gain scores was 7.3 (grade 8) to -6.6 (grade 4). In mathematics, the gains ranged from 2.9 NCEs (grade 8) to -8.9 NCEs (grade 2). For language arts, the NCE gain scores ranged from 27.1 (grade 7) to -9.0 (grade 2). In English as a second language, NCE gains ranged from 36.0 (grade 8) to -3.8 (grades 4 and 5).

No achievement data were provided for the summer term.

Table 30

Chapter 1 Migrant Education Achievement Results for Students Tested on a Fall-Spring Schedule, by Subject Area, 1985-86

Idaho

Reading

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
1	--	--	--	--
2	47	40.1	43.6	3.5
3	33	31.8	46.3	14.5
4	33	32.7	39.0	6.3
5	40	28.6	33.5	4.9
6	29	28.8	36.2	7.4
7	12	21.6	31.8	10.2
8	18	21.6	28.5	6.9
9	7	28.1	44.3	16.2
10	8	18.9	21.9	3.0
11	5	25.6	29.7	4.1
12	2	22.6	70.9	48.3
Total	234			

Mathematics

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
1	--	--	--	--
2	19	40.4	50.1	9.7
3	11	32.9	45.2	12.3
4	16	26.7	41.0	14.3
5	19	33.2	38.1	4.9
6	22	29.9	37.4	7.5
7	6	43.0	56.6	13.6
8	9	40.3	50.7	10.4
9	2	38.0	40.0	2.0
10	6	14.5	19.3	4.8
11	6	19.2	24.2	5.0
12	--	--	--	--
Total	116			

Table 30 (continued)

Language Arts

Grade	Number Tested	NCE		
		Pretest	Posttest	Gain
1	--	--	--	--
2	2	23.9	33.4	9.5
3	1	21.0	39.0	18.0
4	--	--	--	--
5	2	11.2	17.6	6.4
6	21	36.8	30.5	-6.3
7	2	35.0	43.5	8.5
8	3	31.9	41.2	9.3
9	4	25.9	37.3	11.4
10	1	35.1	45.8	10.7
11	--	--	--	--
12	1	6.7	27.2	20.5
Total	37			

English as a Second Language

Grade	Number Tested	NCE		
		Pretest	Posttest	Gain
1	--	--	--	--
2	42	49.6	66.2	16.6
3	27	50.3	69.9	19.6
4	20	65.7	74.2	8.5
5	13	60.9	67.0	6.1
6	11	43.5	64.9	21.4
7	40	38.3	61.6	23.3
8	14	64.7	78.1	13.4
9	3	64.3	86.0	21.7
10	8	49.3	69.3	20.0
11	1	89.0	89.5	0.5
12	3	78.7	83.9	5.2
Total	182			

Table 31

Chapter 1 Migrant Education Achievement Results for Students Tested on an Annual Schedule, by Subject Area, 1985-86

Idaho

Reading

Grade	Number Tested	NCE		
		Pretest	Posttest	Gain
1	--	--	--	--
2	41	39.9	33.7	-6.2
3	35	35.2	36.7	1.5
4	65	48.1	41.5	-6.6
5	49	35.7	38.5	2.8
6	50	41.7	39.9	-1.8
7	35	36.1	39.3	3.2
8	10	32.2	39.5	7.3
9	--	--	--	--
10	--	--	--	--
11	--	--	--	--
12	--	--	--	--
Total	285			

Mathematics

Grade	Number Tested	NCE		
		Pretest	Posttest	Gain
1	--	--	--	--
2	28	49.5	40.6	-8.9
3	24	47.3	48.2	0.9
4	38	41.5	38.4	-3.1
5	30	41.4	39.6	-1.8
6	32	40.8	34.5	-6.3
7	20	32.8	32.3	-0.5
8	7	35.7	38.6	2.9
9	--	--	--	--
10	--	--	--	--
11	--	--	--	--
12	--	--	--	--
Total	179			

Table 31 (continued)

Language Arts

		NCE		
Grade	Number Tested	Pretest	Posttest	Gain
1	--	--	--	--
2	5	27.8	18.8	-9.0
3	12	32.7	34.7	2.0
4	24	42.1	51.0	8.9
5	23	45.2	42.2	-3.0
6	10	37.5	34.2	-3.3
7	14	44.1	71.2	27.1
8	11	35.4	46.8	11.4
9	--	--	--	--
10	--	--	--	--
11	--	--	--	--
12	--	--	--	--
Total	99			

English as a Second Language

		NCE		
Grade	Number Tested	Pretest	Posttest	Gain
1	--	--	--	--
2	2	69.2	67.3	-1.9
3	16	55.7	65.3	9.6
4	6	47.3	43.5	-3.8
5	4	39.6	35.8	-3.8
6	--	--	--	--
7	--	--	--	--
8	1	38.0	74.0	36.0
9	--	--	--	--
10	--	--	--	--
11	--	--	--	--
12	--	--	--	--
Total	29			

ILLINOIS

The migrant education projects in Illinois served 896 regular term students and 2,371 summer term students. For both terms, instructional services were provided in English to students of limited English background, reading, language arts, mathematics, vocational/career education, science, social studies, cultural development/self-image, physical education, health/nutrition, fine arts, practical arts, music/dance, computer education, and G.E.D. preparation. Supporting services included health, dental, and visual/audio/immunization screenings/examinations and treatments.

Statewide achievement information reported the number of participants by subject area and grade level, and the number of participants "not meeting," "meeting," and "exceeding" standards. Local projects established their own standards and criteria for success. (Table 32 displays the range of methods used by local projects to assess performance.)

Tables 33 and 34 present, for the regular and summer terms, respectively, the number tested and the percentage "not meeting," "meeting," and "exceeding" standards, by subject area and term, for all grades combined. During the regular term, the majority of students met the standards that were established by the local projects. The percent meeting the standards ranged from 74 percent in mathematics to 65 percent in English language arts/reading. During the summer term, the majority of students also met the established standards. The percent meeting the standards ranged from 74 percent in Spanish language arts/reading to 58 percent in English as a second language.

Table 32

Methods Used to Assess Performance

Illinois

Methods	Number Projects Regular Term	Number Projects Summer Term
Teacher made tests	9	13
Locally developed checklists	4	6
Standardized achievement tests	6	7
Criterion-referenced tests	1	0
Commercial materials tests	8	11
Diagnostic tests	0	1
Teacher observation	4	5

Table 33

Achievement Data for the Regular Term School Year 1985-1986

Illinois

Subject	Number Tested	Percent Not Meeting Standards	Percent Meeting Standards	Percent Exceeding Standards
Mathematics	519	19%	74%	7%
English Language Arts/ Reading	603	28%	65%	7%
Spanish Language Arts/ Reading	102	23%	71%	7%
English as a Second Language	190	20%	72%	8%
Total	1,414			

Table 34

Achievement Data for the Summer Term, 1986

Illinois

Subject	Number Tested	Percent Not Meeting Standards	Percent Meeting Standards	Percent Exceeding Standards
Mathematics	2,036	22%	66%	12%
English Language Arts/ Reading	2,069	26%	62%	12%
Spanish Language Arts/ Reading	406	13%	74%	13%
English as a Second Language	907	28%	58%	14%
Total	5,418			

INDIANA

Indiana's migrant education projects served 1,973 regular term students in pre-kindergarten through grade 12. Instruction was provided in English to students of limited English background, reading, language arts, mathematics, tutorial secondary, preschool, handicapped, and Reading Is Fundamental (RIF). Supporting services included attendance, social work, and guidance; health; dental; nutrition; and pupil transportation. Indiana's summer term program served 2,506 students in pre-kindergarten through grade 12. Participants received instructional services in reading, language arts, mathematics, vocational/career, tutorial secondary, and Reading Is Fundamental (RIF). The supporting services provided in the summer term were the same as those provided during the regular term.

Indiana utilized a point-in-time evaluation model. At the beginning of the 1985-86 school year, point-in-time assessment was initiated for participants in grades 2-9 in fall projects. All participants in grades 3, 5, 7, and 9 during the summer term were considered for testing. (The Stanford Achievement Test was used.) In order to qualify for both assessments, participants had to meet the following criteria: (1) have sufficient English language proficiency to understand test directions and test items, and (2) perform at no more than one level below the test publisher's recommended level for children of that age and time of testing.

Table 35 provides the results of the point-in-time assessment initiated in 1985 for fall projects, displaying the number tested and the NCE average by grade and subject matter. Average NCEs in reading comprehension generally exceeded those for total reading; performance in mathematics was substantially higher at most grades than in reading and reading comprehension. Second graders did particularly well in reading comprehension, and fourth graders performed well in mathematics.

Table 36 presents the NCE scores in reading from the summer term point-in-time assessment for the summers of 1984, 1985, and 1986. The highest NCE scores were reported in the summer of 1984.

84

Table 35

Point-in-Time Assessment, Fall 1985

Indiana

Grade	Number Tested	Reading Comprehension NCE Average	Total Reading NCE Average	Total Mathematics NCE Average
2	26	43.73	39.35	39.04
3	52	26.96	23.37	32.40
4	40	26.00	28.00	49.00
5	17	26.47	23.41	32.12
6	22	32.00	27.18	33.90
7	34	21.32	19.55	31.59
8	15	26.87	*	37.07
9	13	28.08	*	36.00
Total	219			

* This subtest does not appear on the test recommended for this grade level, so NCEs were not available.

Table 36

Point-in-Time Assessment, Summer 1984-1986

Indiana

	NCE Scores - Reading		
	Grade 3	Grade 5	Grade 7
1986	27.87	34.24	33.62
1985	29.92	34.83	36.80
1984	30.46	39.30	43.20

IOWA

The migrant education projects in Iowa provided services to 115 regular term students in kindergarten through grade 12. Instructional services were provided in English to students of limited English background, reading, mathematics, and vocational/career education. There were no supporting services in the regular term. The summer term projects served 67 students in pre-kindergarten through grade 6. Participants in the summer term received the same instructional services as did participants in the regular term, except for vocational/career education. Supporting services received in the summer term included attendance, social work, and guidance; health; and pupil transportation.

For the regular term, participants in migrant education projects in four school districts were tested using standardized achievement tests near the fall and spring norming dates. According to information reported in the State Performance Report, one school district provided the most useful and reliable test information. In this school district, 40 percent of the participants had pre- and post-test scores on the Peabody Picture Vocabulary Test. The results showed an average gain of 1 year 8 months in mental age. Thirty percent of the participants had pre- and post-test scores from the Iowa Test of Basic Skills; these participants gained, on the average, 7.0 NCEs on the vocabulary portion of the test.

No achievement data were provided for the summer term.

KANSAS

The migrant education projects in Kansas served 3,702 regular term students in pre-kindergarten through grade 12. Instructional services were provided in English to students of limited English background, reading, language arts, mathematics, reading readiness, counseling, spelling, tutorial, science, and social studies. Supporting services included attendance, social work, and guidance; health; nutrition; and pupil transportation. The summer term projects provided services to 387 students in pre-kindergarten through grade 12. Participants received instructional services in English to students of limited English background, reading, language arts, mathematics, and physical education. Supporting services included attendance, social work, and guidance; health; dental; nutrition; and pupil transportation.

During the regular term, several types of norm referenced and criterion referenced tests were used. The State Performance Report provided information on the number tested and the gains reported in reading/language and mathematics.

Table 37 presents gain NCEs as well as the number tested, by grade and subject area. For reading/language, gains ranged from 31.0 NCEs (kindergarten) to 2.3 NCEs (grade 11). For mathematics, NCE gains ranged from 30.0 (kindergarten) to -10.0 (grade 10).

No achievement information was provided for the summer term.

Table 37

NCE Gain Scores for Students Tested on a Fall-Spring Schedule, by Subject Area, 1985-86

Kansas

Reading/Language

Grade	Number Tested	NCE Gain
K	1	31.0
1	49	28.8
2	102	11.7
3	76	13.6
4	64	11.2
5	71	8.4
6	76	5.7
7	60	6.0
8	38	6.9
9	23	5.0
10	23	6.7
11	7	2.3
12	6	16.7
Total	596	

Mathematics

Grade	Number Tested	NCE Gain
K	1	30.0
1	20	17.1
2	35	1.3
3	28	2.9
4	25	10.7
5	30	0.5
6	19	1.9
7	31	-1.3
8	20	0.9
9	5	1.2
10	2	-10.0
Total	216	

88

KENTUCKY

In Kentucky, migrant education services were provided to 4,015 regular term students in pre-kindergarten through grade 12. Instructional services were provided in English to students of limited English background, reading, language arts, mathematics, and vocational/career education. Supporting services included attendance, social work, and guidance; health; dental; nutrition; and pupil transportation. Services were provided to 216 summer term students in pre-kindergarten through grade 11. Instructional services included reading, language arts, mathematics, computer skills, arts/crafts, and physical education. The supporting services provided during the regular term were also provided during the summer term.

Kentucky reported pre-and post-test achievement data for reading, mathematics, and language arts for the regular term. (Tests used included the California Achievement Test and the Comprehensive Test of Basic Skills.) Data were reported in NCEs for fall-to-spring and annual testing cycles.

Table 38 provides pretest, posttest, and gain NCEs as well as the number tested, by subject area and grade, for participants tested on a fall-to-spring test cycle. NCE gains ranged from 0.8 (grade 3) to 7.1 (grade 6) for reading. In mathematics, the gains ranged from -2.8 NCEs (grade 3) to 10.6 NCEs (grade 4), and in language arts the gains ranged from 5.0 NCEs (grade 10) to 21.0 NCEs (grade 9).

Table 39 provides pretest, posttest, and gain NCEs as well as the number tested, by subject area and grade, for participants tested on an annual test cycle. NCE gains ranged from -8.9 (grade 9) to 7.5 (grade 3) for reading. In mathematics, the gains ranged from -5.2 NCEs (grade 9) to 9.7 NCEs (grade 7), and from -6.5 NCEs (grade 7) to 6.6 NCEs (grade 5) for language arts.

No achievement data were provided for the summer term.

Table 38

Chapter 1 Migrant Education Achievement Results for Students Tested on a Fall-Spring Schedule, by Subject Area, 1985-86

Kentucky

Reading

Grade	Number Tested	NCE		
		Pretest	Posttest	Gain
1	--	--	--	--
2	48	40.4	44.3	3.9
3	70	41.6	42.4	0.8
4	64	36.7	43.1	6.4
5	73	45.7	49.9	4.2
6	73	38.4	45.5	7.1
7	69	42.7	45.1	2.4
8	83	44.1	48.0	3.9
9	40	38.7	41.7	3.0
10	31	36.0	40.8	4.8
11	18	34.1	38.9	4.8
12	4	30.5	36.5	6.0
Total	573			

Mathematics

Grade	Number Tested	NCE		
		Pretest	Posttest	Gain
1	--	--	--	--
2	56	50.7	59.6	8.9
3	88	52.5	49.7	-2.8
4	75	35.8	46.4	10.6
5	91	40.2	50.4	10.2
6	82	36.8	45.1	8.3
7	72	41.6	49.0	7.4
8	78	40.6	47.4	6.8
9	40	37.4	42.8	5.4
10	32	32.9	35.3	2.4
11	20	35.9	43.9	8.0
12	6	31.8	35.8	4.0
Total	640			

Table 38 (continued)

Language Arts

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
1	--	--	--	--
2	3	14.1	20.7	6.6
3	17	47.2	59.9	12.7
4	12	32.0	45.2	13.2
5	14	44.9	49.7	4.8
6	14	38.8	48.8	10.0
7	17	47.2	60.6	13.4
8	13	39.4	55.4	16.0
9	5	10.0	31.0	21.0
10	4	5.0	10.0	5.0
11	11	17.0	36.0	19.0
12	1	31.0	48.0	17.0
Total	111			

Table 39

Chapter 1 Migrant Education Achievement Results for Students Tested on an Annual Schedule, by Subject Area, 1985-86

Kentucky

Reading

		NCE		
Grade	Number Tested	Pretest	Posttest	Gain
1	--	--	--	--
2	92	53.6	51.3	-2.3
3	98	45.4	52.9	7.5
4	100	44.9	49.2	4.3
5	122	46.1	45.9	-0.2
6	113	43.7	47.7	4.0
7	106	46.5	45.4	-1.1
8	91	47.9	43.2	-4.7
9	57	52.4	43.5	-8.9
10	57	42.3	40.6	-1.7
11	22	39.5	44.1	4.6
12	15	45.6	44.5	-1.1
Total	873			

Mathematics

		NCE		
Grade	Number Tested	Pretest	Posttest	Gain
1	--	--	--	--
2	99	61.1	64.0	2.9
3	127	55.8	52.6	-3.2
4	119	47.7	50.3	2.6
5	128	51.5	60.6	9.1
6	148	58.0	54.4	-3.6
7	144	52.9	62.6	9.7
8	115	52.1	59.5	7.4
9	73	52.2	47.0	-5.2
10	54	40.2	43.2	3.0
11	35	50.8	49.6	-1.2
12	21	58.5	55.1	-3.4
Total	1,063			

Table 39 (continued)

Language Arts

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
1	--	--	--	--
2	--	--	--	--
3	11	63.8	64.9	1.1
4	14	54.8	55.8	1.0
5	15	52.2	58.8	6.6
6	11	44.6	47.0	2.4
7	13	57.3	50.8	-6.5
8	4	49.8	51.5	1.7
9	4	57.5	59.5	2.0
10	1	47.0	43.0	-4.0
11	--	--	--	--
12	1	44.0	45.0	1.0
Total	74			

LOUISIANA

Migrant education projects in this state provided services to 6,012 regular term students in pre-kindergarten through grade 12. Instructional services were provided in English to students of limited English background, reading, language arts, mathematics, computer literacy, art, and music. Supporting services included attendance, social work, and guidance; health; dental; and pupil transportation. Services were provided to 119 summer term students in pre-kindergarten through grade 10. Participants received instructional services in reading, mathematics, computer literacy, art, and music, and supporting services in nutrition.

Louisiana administered criterion referenced tests in reading and mathematics in the regular term. Testing occurred in May. Table 40 presents the percent needed for mastery, the number tested, and the number and percent of participants achieving mastery, by subject area and grade. More participants showed mastery in reading than in mathematics.

No achievement information was provided in the summer term.

Table 40

Achievement Results for Criterion Referenced Testing, by Subject Area, May 1986

Louisiana

Reading

Grade Level	Percent Needed for Mastery	Number of Students Taking Test	Number Achieving Mastery	Percent Achieving Mastery
K	75%	106	73	68.9%
1	25%	90	68	75.6%
2	50%	101	77	76.2%
3	75%	134	70	52.2%
4	75%	100	58	58.0%
5	75%	104	38	36.5%
6	75%	80	27	33.8%
7	75%	79	30	38.0%
8	75%	55	19	34.5%
10	75%	30	9	30.0%
11	50%	17	9	52.9%
Total		896		

Mathematics

Grade Level	Percent Needed for Mastery	Number of Students Taking Test	Number Achieving Mastery	Percent Achieving Mastery
1	25%	98	54	55.1%
2	50%	108	18	16.7%
3	75%	139	33	23.7%
4	75%	90	16	17.8%
5	75%	100	17	17.0%
6	75%	78	13	16.7%
7	75%	43	14	32.6%
8	75%	15	4	26.7%
Total		671		

MAINE

During the regular term, Maine's migrant education projects served 2,764 students in pre-kindergarten through grade 12. Participants received instructional services in English to students of limited English background, reading, language arts, mathematics, vocational/career education, tutorial secondary, gifted, preschool, and handicapped. Supporting services included attendance, social work, and guidance; health; dental; nutrition; and pupil transportation. During the summer term, services were provided to 379 migrant education students in pre-kindergarten through grade 8. Instructional services were provided in English to students of limited English background, reading, language arts, mathematics, Indian Cultural Heritage, Indian computer, tutorial secondary, gifted, preschool, and handicapped. The supporting services that were provided during the regular term were also provided during the summer term.

No achievement information was provided.

MARYLAND

Migrant education projects in Maryland provided services to 86 regular term students in pre-kindergarten through grade 11. Instructional services were provided in English to students of limited English background, reading, language arts, mathematics, and HEP. Supporting services included attendance, social work, and guidance; health; dental; nutrition; and pupil transportation. Services were provided to 424 summer term students in pre-kindergarten through grade 12. Instructional and supporting services provided in the regular term were also provided in the summer term; additionally, GED services were provided in the summer term.

During the summer term, Maryland used The 3 R's Test Classroom Edition, a basic skills test for grades K-12. It is designed to be administered in one class period and to yield a single overall achievement score. Students were tested in reading, language arts, and mathematics. The 3 R's results by grade provided average student raw scores and related NCEs, both pre and post.

Table 41 presents the NCEs that were reported for participants in grades 3-8. Test results were reported for those children that (1) participated in 20 or more days of summer instruction and (2) had both pre- and post-test scores. NCE gains were seen in all grades, and the largest gain was in grade 7, with an NCE gain of 13.

No achievement information was provided for the regular term.

Table 41

3 R's Test Results in NCEs for the Summer Term, by Grade

Maryland

Grade	Number Tested	NCE Scores Pretest	 Posttest	 Gain
3	20	31	40	9
4	22	36	39	3
5	21	23	31	8
6	4	34	46	12
7	4	28	41	13
8	4	17	19	2
Total	75			

MASSACHUSETTS

The migrant education projects in Massachusetts provided services to 3,723 regular term students and 4,044 summer term students in pre-kindergarten through grade 12. Participants received services in English to students of limited English background, reading, language arts, mathematics, vocational/career education, tutorial, and preschool. Supporting services included attendance, social work, and guidance; health; dental; nutrition; and pupil transportation.

Massachusetts provided achievement data, by project, for the regular term and the summer term, on the number of skills mastered by migrant participants who received instructional services. Mastery was determined by pre- and post-criterion referenced testing in reading and mathematics skill areas. The data were presented by project model, grade level, subject area, placement level on the criterion referenced test, number of students, average number of hours of instruction, average number of skills mastered, and average number of hours per skill mastered.

Tables 42 and 43 show the number tested, by grade, in reading and in mathematics for the regular term and the summer term, respectively. Since the average number of skills mastered were presented by test level within grade, the average number of skills mastered by grade could not be computed for this report.

Table 42

Number Tested Using Criterion Referenced Measures in the Regular Term, 1985-86[a]

Massachusetts

	Saturday Projects		Tutorial Projects	
Grade	Number Tested in Reading	Number Tested in Mathematics	Number Tested in Reading	Number Tested in Mathematics
K	147	147	70	52
1	285	278	92	63
2	282	279	82	85
3	318	327	85	91
4	257	265	60	61
5	222	249	70	71
6	209	224	43	55
7	166	170	7	9
8	119	123	6	5
9	70	78	8	6
10	32	35	--	--
11	13	13	1	1
12	4	5	1	--
Nongraded	62	67	11	9
Total	2,186	2,260	536	508

---

[a] The achievement results--the average number of skills mastered--were presented by test level within grade. As a result, the average number of skills mastered by grade could not be computed.

Table 43

Number Tested Using Criterion Referenced Measures in the Summer Term, 1985-86[a/]

Massachusetts

Grade	Number Tested in Reading	Number Tested in Mathematics
K	347	362
1	531	507
2	549	555
3	588	573
4	468	480
5	409	428
6	368	366
7	242	245
8	148	158
9	113	118
10	54	51
11	24	21
12	3	3
Ungraded	118	126
Total	3,962	3,993

[a/] The achievement results--the average number of skills mastered--were presented by test level within grade. As a result, the average number of skills mastered by grade could not be computed.

MICHIGAN

Michigan's migrant education projects provided services to 7,599 regular term students and 7,368 summer term students in pre-kindergarten through grade 12. Instructional services were provided in English to students of limited English background, reading, language arts, mathematics, vocational/career education, tutorial secondary, preschool, gifted, GED, HEP, and handicapped. Supporting services during the regular term and the summer term included attendance, social work, and guidance; nutrition; and pupil transportation. In addition, health and dental services were provided during the summer term.

Michigan did not provide achievement data.

MINNESOTA

Migrant education projects in this state provided services to 142 regular term students in kindergarten through grade 12 and 2,507 summer term students in pre-kindergarten through grade 12. Participants received instructional services in English to students of limited English background, reading, language arts, and vocational/career education. During the summer term, participants received services in these areas, as well as in preschool, music, industrial arts, child safety, science, social studies, physical education, and secondary evaluation. Supporting services in both terms included attendance, social work, and guidance; health; dental; nutrition; and pupil transportation.

During the regular term, local school districts implemented tutorial projects to assist eligible migrant participants who required supplemental tutoring in order to succeed in the regular district curriculum. Because of the mobility of migrant families, only 17 participants (in grades 2-6) completed the fall-spring-fall testing cycle. Students were tested in vocabulary and language arts. Participants tested in vocabulary gained an average 3.7 NCEs between September 1985 and April 1986, and an average 4.2 NCEs between April 1986 and September 1986. Participants tested in language arts gained an average 3.7 NCEs between September 1985 and April 1986, and an average 3.5 NCEs between April 1986 and September 1986.

Minnesota also reported estimated achievement gains made by participants in kindergarten through grade 8 who attended summer projects in 1986. (Gains of participants who attended 23 days of school or more were included.)

Tables 44 through 46 present the numbers of students achieving gains in language, reading, and mathematics, respectively. In oral language, gains were stated in terms of objectives mastered. Sixty-four percent of the participants tested in language mastered three or more objectives. In reading, gains were expressed in terms of number of books read. A majority of participants (63 percent) tested in reading read one book. In mathematics, gains were expressed in terms of months. Forty-five percent of the participants tested in mathematics gained two or more months in mathematics skills.

Additionally, Minnesota reported the number of secondary summer students who earned credits or hours that were transferred to their home-base school for meeting the requirement for high school graduation. Table 47 presents, by grade, the number of students who earned one or more credits, number of students who completed at least 1/2 credit, and number of students who attended more than 10 hours. Out of 214 students, 43 earned 1 or more credits.

Table 44

Estimated Achievement Gains in Language by Objectives Mastered, Summer 1986

Minnesota

	Number Tested	Percent Mastering Objectives
5 objectives	2	1%
4 objectives	32	16%
3 objectives	91	47%
2 objectives	43	22%
1 objectives	27	14%
Total	195	

Table 45

Estimated Achievement Gains in Reading by Books Read, Summer 1986

Minnesota

	Number Tested	Percent Achieving Gains
3 books or more	33	5%
2 books	106	17%
1 book	389	63%
Less than 1 book	90	15%
Total	618	

104

Table 46

Estimated Achievement Gains in Mathematics in Months, Summer 1986

Minnesota

	Number Tested	Percent Achieving Gains
3 months or more	79	12%
2 months	222	33%
1 month	343	51%
Less than 1 month	25	4%
Total	669	

Table 47

Secondary Summer Students Who Earned Credits or Hours Toward High School Graduation

Minnesota

Grades	Number of Students Who Earned 1 or More Credits	Number of Students Who Completed at Least 1/2 Credit	Number of Students Who Attended More Than 10 Hours	Total
7	7	6	30	43
8	6	17	17	40
9	10	22	27	59
10	10	13	17	40
11	6	9	6	21
12	4	3	4	11
Total	43	70	101	214

MISSISSIPPI

Mississippi's migrant education projects provided services to 3,651 regular term students in pre-kindergarten through grade 12. Instructional services were provided in reading, language arts, mathematics, and vocational/career education. Supporting services included attendance, social work, and guidance; health; dental; nutrition; pupil transportation; school supplies; clothing; teacher conferences; pupil transportation for job interviews; vision/hearing; social services; and home visits. There was no summer term program.

Mississippi provided achievement information by school district. In all districts, cognitive data in reading and mathematics were collected using a range of tests; the most commonly used was the California Achievement Test. Statewide, there were 1,439 participants tested in reading and 1,165 tested in mathematics. Pretest and posttest scores were reported, but the scores could not be aggregated statewide.

MISSOURI

Migrant education projects in Missouri provided services to 932 regular term students in pre-kindergarten through grade 12. Participants received instructional services in English to students of limited English background, reading, language arts, mathematics, vocational/career education, tutorial secondary, and early childhood. Supporting services included attendance, social work, and guidance; health; dental; nutrition; pupil transportation; and library services. During the summer term, services were provided to 533 students in pre-kindergarten through grade 12. Instructional services included reading, language arts, mathematics, early childhood, and handicapped. Supporting services provided in the summer term were the same as those provided in the regular term.

Missouri provided a statewide achievement summary which reported information for the following programs: preschool, elementary basic skills, career development, hands-on vocational, and English as a second language. The testing instruments used for school year 1985-86 were a locally constructed rating scale and the Brigance Diagnostic Inventories. The testing schedule for both the regular term and the summer term included a pretest of selected skills during the first week of the project followed by periodic posttests and pretests/posttests of new skills during the term. The measure of achievement -- the average percent of gain scores -- was a ratio of what the participants actually gained to what they could have gained.

Table 48 summarizes the average percentage of gain for each program model for the regular term and for the summer term. Because Missouri's achievement report included average percentages of gain for different subject areas within each program model, average percentages of gain in this table are presented as ranges.

For the regular term preschool program, the highest average percent of gain reported was in fine motor skills (62 percent). The lowest average percent of gain reported was in cognitive skills (52 percent). For the summer term preschool program, the highest average percent gained was in gross motor skills (68 percent). The lowest average percent gained was in affective/social development skills (42 percent).

For the regular term elementary basic skills program, the average percent of gains appeared high in all areas, ranging from 60 percent (social development skills) to 67 percent (mathematics computational skills). For the summer basic skills program, the lowest average percent gained was 49 percent (oral language skills) and the highest 74 percent (reading skills).

Within the career development program, the average percent of gains ranged from 56 percent (social development skills) to 76 percent (oral language skills). The gains made by participants of the hands-on vocational program ranged from 64 percent (vocational skills) to 55 percent (social development skills).

For the English as a second language program, average percent of gains ranged from 100 percent (mathematics skills) to 44 percent (reading skills).

Table 48

Average Percentage of Gain by Term and by Program Model, School Year 1985-1986

Missouri

	Regular Term		Summer Term	
	Fall 1985-Spring 1986		Summer 1986-Summer 1986	
	Number Tested	Range of Average Percent of Gain	Number Tested	Range of Average Percent of Gain
Preschool program	94	62% - 52%	10	68% - 42%
Elementary basic skills (school-based)	768	67% - 60%	28	74% - 49%
Career development program	88	76% - 56%	--	--
Hands-on vocational program	57	64% - 55%	--	--
English as a second language	9	100% - 44%	--	--
Total	1,016		38	

MONTANA

During the summer term, migrant education services were provided to 647 students in pre-kindergarten through grade 12. Participants received services in English to students of limited English background, reading, language arts, mathematics, vocational/career education, and secondary tutorial. Supporting services included attendance, social work, and guidance; health; dental; nutrition; and pupil transportation. There were no migrant education projects in the regular term.

Montana provided achievement information by school district. Test scores from point-in-time testing for reading and mathematics were reported. Statewide, there were 219 participants tested in reading and 369 tested in mathematics. Gain scores could not be aggregated statewide.

NEBRASKA

Nebraska's migrant education projects provided services to 701 summer term students in pre-kindergarten through grade 12. Participants received instructional services in English to students of limited English background, reading, language arts, mathematics, vocational/career education, computer science, and social studies. Supporting services included attendance, social work, and guidance; health; dental; nutrition; pupil transportation; and vision screening. There were no migrant education projects in the regular term.

No achievement information was provided for the summer term.

NEVADA

During the regular term, Nevada's migrant education projects provided services to 566 students in kindergarten through grade 12. Instructional services were provided in English to students of limited English background, reading, language arts, and mathematics. Supporting services were not provided, and there was no summer term program.

Nevada provided pre- and post-test achievement data for reading, mathematics, and language arts. Data were reported in NCEs for the fall-to-spring testing cycle.

Table 49 provides pretest, posttest, and gain NCEs as well as the number tested, by subject area and grade, for the fall-to-spring testing cycle. NCE gains for reading ranged from 6.0 (grade 8) to -17.0 (grade 10). For participants tested in mathematics, gains ranged from 14.3 NCEs (grade 9) to -1.8 NCEs (grade 2). Gains for language arts ranged from 13.4 NCEs (grade 9) to -2.6 NCEs (grade 2).

Table 49

Chapter 1 Migrant Education Achievement Results for Students Tested on a Fall-Spring Schedule, by Subject Area, 1985-86

Nevada

Reading

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
1	--	--	--	--
2	41	37.7	41.9	4.2
3	14	23.2	25.6	2.4
4	10	29.3	35.1	5.8
5	13	28.2	29.1	0.9
6	14	31.5	36.1	4.6
7	14	23.5	28.5	5.0
8	24	30.5	36.5	6.0
9	3	34.7	39.8	5.1
10	2	33.5	16.5	-17.0
11	--	--	--	--
12	--	--	--	--
Total	135			

Mathematics

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
1	--	--	--	--
2	35	37.1	35.3	-1.8
3	8	34.3	44.8	10.5
4	9	36.0	41.0	5.0
5	9	37.2	42.1	4.9
6	14	38.4	43.3	4.9
7	12	26.9	31.3	4.4
8	22	34.1	37.4	3.3
9	3	50.6	64.9	14.3
10	1	46.0	54.0	8.0
11	--	--	--	--
12	--	--	--	--
Total	113			

Table 49 (continued)

Language Arts

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
1	--	--	--	--
2	17	34.2	31.6	-2.6
3	8	33.6	36.9	3.3
4	4	37.7	43.0	5.3
5	6	26.3	28.9	2.6
6	9	39.3	41.1	1.8
7	10	31.8	30.6	-1.2
8	22	36.6	36.9	0.3
9	4	39.5	52.9	13.4
10	--	--	--	--
11	--	--	--	--
12	--	--	--	--
Total	80			

NEW HAMPSHIRE

Migrant education projects in this state provided services to 57 regular term students in pre-kindergarten through grade 10. Participants received instructional services in reading, language arts, mathematics, vocational/career education, tutorial secondary, and preschool. Supporting services included attendance, social work and guidance. The summer term projects served 37 participants in grades 3 through 8. Instructional services included language arts, while supporting services included attendance, social work, and guidance; health; nutrition; and pupil transportation.

Achievement data were not provided for the regular term or the summer term.

NEW JERSEY

The migrant education projects in New Jersey served 1,260 regular term students and 1,173 summer term students in prekindergarten through grade 12. Participants were provided the same instructional and supporting services in both terms. Instructional services were provided in English to students of limited English background, reading, language arts, mathematics, vocational/career education, tutorial secondary, preschool, and handicapped. Supporting services included attendance, social work, and guidance; health; dental; nutrition; pupil transportation; and visual screening.

New Jersey provided pre-and post-test achievement data for reading and mathematics for the regular term. Data were reported in NCEs for the fall-to-spring and annual testing cycles.

Table 50 provides pretest, posttest, and gain NCEs as well as the number tested, by subject area and grade, for participants tested on a fall-to-spring test cycle. For participants tested in reading, gains ranged from -2.0 NCEs (grade 9) to 25.0 NCEs (grade 11). For mathematics, NCE gains ranged from -6.0 (grade 9) to 28.0 (grade 11).

Table 51 provides pretest, posttest, and gain NCEs as well as the number tested, by subject area and grade, for participants tested on an annual test cycle. For participants tested in reading, gains ranged from -4.0 NCEs (grades 8 and 12) to 10.0 NCEs (grades 2). For mathematics, the NCE gains ranged from -3.0 (grade 8) to 10.0 (grades 4 and 11).

No achievement data were provided for the summer term.

Table 50

Chapter 1 Migrant Education Achievement Results for Students Tested on a Fall-Spring Schedule, by Subject Area, 1985-86

New Jersey

Reading

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
1	--	--	--	--
2	18	23.0	41.0	18.0
3	19	34.0	46.0	12.0
4	16	42.0	43.0	1.0
5	18	22.0	38.0	16.0
6	13	31.0	36.0	5.0
7	19	23.0	35.0	12.0
8	6	10.0	24.0	14.0
9	4	35.0	33.0	-2.0
10	14	28.0	31.0	3.0
11	7	5.0	30.0	25.0
12	1	7.0	19.0	12.0
Total	135			

Mathematics

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
1	--	--	--	--
2	20	32.0	58.0	26.0
3	19	34.0	51.0	17.0
4	13	41.0	52.0	11.0
5	15	23.0	40.0	17.0
6	10	31.0	46.0	15.0
7	15	25.0	48.0	23.0
8	9	19.0	41.0	22.0
9	1	47.0	41.0	-6.0
10	8	31.0	45.0	14.0
11	7	10.0	38.0	28.0
12	--	--	--	--
Total	117			

Table 51

Chapter 1 Migrant Education Achievement Results for Students Tested on an Annual Schedule, by Subject Area, 1985-86

New Jersey

Reading

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
1	--	--	--	--
2	33	35.0	45.0	10.0
3	21	42.0	43.0	1.0
4	24	42.0	45.0	3.0
5	27	40.0	42.0	2.0
6	23	36.0	36.0	0.0
7	22	37.0	42.0	5.0
8	15	44.0	40.0	-4.0
9	13	44.0	42.0	-2.0
10	8	52.0	51.0	-1.0
11	8	40.0	38.0	-2.0
12	24	55.0	51.0	-4.0
Total	218			

Mathematics

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
1	--	--	--	--
2	47	42.0	41.0	-1.0
3	31	41.0	46.0	5.0
4	33	36.0	46.0	10.0
5	45	38.0	44.0	6.0
6	39	38.0	43.0	5.0
7	36	38.0	46.0	8.0
8	21	38.0	35.0	-3.0
9	15	30.0	36.0	6.0
10	8	46.0	48.0	2.0
11	8	35.0	45.0	10.0
12	25	43.0	44.0	1.0
Total	308			

NEW MEXICO

New Mexico's migrant education projects provided services to 1,869 regular term students in kindergarten through grade 12. Instructional services were provided in English to students of limited English background, reading, language arts, mathematics, and career education. Supporting services included attendance, social work, and guidance; health; dental; nutrition; pupil transportation; career explorations; survival skills; tutorial secondary; and student scheduling. Summer term services were provided to 686 pre-kindergarten through twelfth graders. Participants in the summer term received the same instructional services as those received by participants in the regular term. Supporting services included health, dental, nutrition, pupil transportation, speech counselors, and field trips.

New Mexico provided pre- and post-test achievement data for reading, mathematics, and language arts for the regular term. Data were reported in NCEs for the fall-to-spring and annual testing cycles.

Table 52 provides pretest, posttest, and gain NCEs as well as the number tested, by subject area and grade, for participants tested on a fall-to-spring test cycle. For participants tested in reading, gains ranged from 9.0 NCEs (grade 2) to 5.8 NCEs (grade 7). For mathematics, NCE gains ranged from 22.3 (grade 12) to -1.1 (grade 3). For language arts, NCE gains ranged from 6.9 (grade 6) to -2.1 (grade 3).

Table 53 provides pretest, posttest, and gain NCEs as well as the number tested, by subject area and grade, for participants tested on an annual test cycle. For participants tested in reading, gains ranged from 10.0 NCEs (grade 7) to 2.4 NCEs (grade 2). For mathematics, NCE gains ranged from 14.5 (grade 11) to -1.3 (grade 9). For language arts, NCE gains ranged from 8.5 (grade 6) to -1.5 (grade 12).

No achievement data were provided for the summer term.

Table 52

Chapter 1 Migrant Education Achievement Results for Students Tested on a Fall-Spring Schedule, by Subject Area, 1985-86

New Mexico

Reading

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
1	--	--	--	--
2	7	28.3	37.3	9.0
3	1	31.0	37.0	6.0
4	--	--	--	--
5	--	--	--	--
6	--	--	--	--
7	4	17.5	23.3	5.8
8	--	--	--	--
9	--	--	--	--
10	--	--	--	--
11	--	--	--	--
12	--	--	--	--
Total	12			

Mathematics

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
1	--	--	--	--
2	19	38.5	45.1	6.6
3	12	38.8	37.7	-1.1
4	14	35.2	37.7	2.5
5	17	31.1	30.9	-0.2
6	18	23.6	35.7	12.1
7	9	31.0	44.9	13.9
8	7	40.9	43.0	2.1
9	--	--	--	--
10	4	18.5	34.8	16.3
11	8	14.5	31.9	17.4
12	3	40.4	62.7	22.3
Total	111			

Table 52 (continued)

Language Arts

Grade	Number Tested	NCE		
		Pretest	Posttest	Gain
1	--	--	--	--
2	31	31.4	35.6	4.2
3	39	33.6	31.5	-2.1
4	35	26.3	30.3	4.0
5	22	25.4	29.9	4.5
6	24	24.7	31.6	6.9
7	20	31.2	38.0	6.8
8	14	33.6	40.0	6.4
9	18	28.7	32.8	4.1
10	8	33.8	36.6	2.8
11	7	39.8	43.4	3.6
12	7	32.8	35.4	2.6
Total	225			

Table 53

Chapter 1 Migrant Education Achievement Results for Students Tested on an Annual Schedule, by Subject Area, 1985-86

New Mexico

Reading

Grade	Number Tested	NCE		
		Pretest	Posttest	Gain
1	--	--	--	--
2	7	30.2	32.6	2.4
3	9	20.1	24.8	4.7
4	9	29.7	37.7	8.0
5	11	27.1	33.1	6.0
6	17	27.1	34.1	7.0
7	8	27.0	37.0	10.0
8	4	23.0	30.0	7.0
9	4	25.0	30.0	5.0
10	--	--	--	--
11	--	--	--	--
12	--	--	--	--
Total	69			

Mathematics

Grade	Number Tested	NCE		
		Pretest	Posttest	Gain
1	--	--	--	--
2	32	33.6	42.1	8.5
3	36	45.4	45.9	0.5
4	36	36.7	43.6	6.9
5	39	41.1	51.9	10.8
6	41	38.6	43.1	4.5
7	39	31.0	40.8	9.8
8	38	32.8	39.5	6.7
9	23	36.9	35.6	-1.3
10	18	36.8	39.2	2.4
11	11	39.6	54.1	14.5
12	3	60.5	61.7	1.2
Total	316			

Table 53 (continued)

Language Arts

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
1	--	--	--	--
2	37	36.5	37.7	1.2
3	42	39.2	39.8	0.6
4	44	36.2	42.5	6.3
5	44	44.1	46.2	2.1
6	46	35.7	44.2	8.5
7	38	30.0	36.7	6.7
8	47	34.7	33.0	1.7
9	42	33.2	31.7	1.5
10	28	26.4	32.6	6.2
11	30	30.6	36.7	6.1
12	16	40.1	38.6	-1.5
Total	414			

NEW YORK

In New York, migrant education services were provided to 4,558 regular term students and 2,148 summer term students in pre-kindergarten through grade 12. Participants in both terms received services in English to students of limited English background, reading, language arts, mathematics, vocational/career education, social studies, science, parent education, and physical education. Also, during the regular term participants received health instructional services, and summer term participants received instructional services in computers. Supporting services included attendance, social work, and guidance; health; dental; nutrition; and pupil transportation.

Criterion-referenced testing in New York provided information on participants' achievement by allowing for the examination of the mastery of objectives by the amount of instructional time. Based on previous experience, it was expected that participants would master one instructional objective for each six hours of instruction. New York reported, for the regular term, the number of participants, mean number of contact hours, mean number of objectives mastered, mean number of contact hours per objective, and mean number of objectives per hour.

Table 54 shows this information, by skill area (readiness, reading, and mathematics) and grade, for non-limited English proficient participants tested on a fall-to spring test cycle, while Table 55 shows the same information for non-limited English proficient participants tested on an annual test cycle. Finally, Table 56 presents this information, by skill area (readiness, reading, mathematics, English as a second language, and reading in native language) and grade, for limited English proficient participants tested on an annual test cycle.

According to the information reported, participants demonstrated progress in mastering skills in all subject areas where services were provided. In almost all cases, as the amount of time increased, the number of objectives mastered also increased.

Both English proficient and limited English proficient participants demonstrated gains. However, in almost all cases, the amount of time needed for mastery was greater for the limited English proficient participants.

No achievement information was provided in the State Performance Report for the summer term.

Table 54

Number of Objectives Mastered for Non-Limited English Proficient Students Tested on a Fall-Spring Schedule, by Subject Area, 1985-86

New York

Readiness

Grade	Number Tested	Mean Number of Contact Hours	Mean Number Objectives Mastered	Mean Number Contact Hours Per Objective	Mean Number Objectives Per Hour
K	3	8	2.7	2.96	0.338
Ungraded	2	32	4.5	7.11	0.141
Total	5				

Reading

Grade	Number Tested	Mean Number of Contact Hours	Mean Number Objectives Mastered	Mean Number Contact Hours Per Objective	Mean Number Objectives Per Hour
6	3	15	3.0	5.00	0.200
7	2	11	2.0	5.50	0.182
8	2	6	2.0	3.00	0.333
10	3	6	1.7	3.53	0.283
Ungraded	2	14	3.0	4.67	0.214
Total	12				

Mathematics

Grade	Number Tested	Mean Number of Contact Hours	Mean Number Objectives Mastered	Mean Number Contact Hours Per Objective	Mean Number Objectives Per Hour
6	3	7	4.3	1.63	0.614
7	2	5	1.0	5.00	0.200
10	2	3	1.5	2.00	0.500
Ungraded	2	10	2.0	5.00	0.200
Total	9				

Table 55

Number of Objectives Mastered for Non-Limited English Proficient Students Tested on an Annual Schedule, by Subject Area, 1985-86

New York

Readiness

Grade	Number Tested	Mean Number of Contact Hours	Mean Number Objectives Mastered	Mean Number Contact Hours Per Objective	Mean Number Objectives Per Hour
K	119	27	15.3	1.76	0.567
1	60	22	11.1	1.98	0.505
2	16	13	3.5	3.71	0.269
Ungraded	21	58	12.1	4.79	0.209
Total	216				

Reading

Grade	Number Tested	Mean Number of Contact Hours	Mean Number Objectives Mastered	Mean Number Contact Hours Per Objective	Mean Number Objectives Per Hour
K	40	26	8.2	3.17	0.315
1	82	26	15.3	1.70	0.588
2	80	30	7.2	4.17	0.240
3	81	31	6.9	4.49	0.223
4	66	26	8.5	3.06	0.327
5	65	24	5.5	4.36	0.229
6	61	22	4.9	4.49	0.223
7	61	23	5.9	3.90	0.257
8	45	24	6.3	3.81	0.263
9	36	23	7.5	3.07	0.326
10	18	17	3.5	4.86	0.206
11	18	14	3.2	4.38	0.229
12	8	14	3.0	4.67	0.214
Ungraded	58	36	4.6	7.83	0.128
Total	719				

Table 55 (continued)

Mathematics

Grade	Number Tested	Mean Number of Contact Hours	Mean Number Objectives Mastered	Mean Number Contact Hours Per Objective	Mean Number Objectives Per Hour
K	20	22	3.7	5.95	0.168
1	57	10	6.0	1.67	0.600
2	65	11	5.5	2.00	0.500
3	50	12	6.3	1.90	0.525
4	47	11	6.2	1.77	0.564
5	45	11	7.4	1.49	0.673
6	46	10	7.7	1.30	0.770
7	35	10	4.3	2.33	0.430
8	28	11	6.1	1.80	0.555
9	29	7	4.9	1.43	0.700
10	10	5	2.0	2.50	0.400
11	8	3	3.0	1.00	1.000
Ungraded	48	19	6.4	2.97	0.337
Total	488				

Table 56

Number of Objectives Mastered for Limited English Proficient Students Tested on an Annual Schedule, by Subject Area, 1985-86

New York

Readiness

Grade	Number Tested	Mean Number of Contact Hours	Mean Number Objectives Mastered	Mean Number Contact Hours Per Objective	Mean Number Objectives Per Hour
K	12	65	11.1	5.86	0.171
1	3	25	9.0	2.78	0.360
2	4	30	12.3	2.44	0.410
4	2	35	4.0	8.75	0.114
Total	21				

Reading

Grade	Number Tested	Mean Number of Contact Hours	Mean Number Objectives Mastered	Mean Number Contact Hours Per Objective	Mean Number Objectives Per Hour
K	2	58	11.0	5.27	0.190
1	6	47	16.7	2.81	0.355
2	9	39	13.8	2.83	0.354
3	14	32	11.4	2.81	0.356
4	13	33	13.5	2.44	0.409
5	4	58	6.5	8.92	0.112
6	18	47	6.7	7.01	0.143
7	20	38	6.6	5.76	0.174
8	13	27	3.9	6.92	0.144
9	13	42	3.5	12.00	0.083
10	13	48	3.9	12.30	0.081
11	8	17	3.0	5.67	0.176
12	4	23	2.5	9.20	0.109
Ungraded	7	43	1.9	22.60	0.044
Total	144				

Table 56 (continued)

Mathematics

Grade	Number Tested	Mean Number of Contact Hours	Mean Number Objectives Mastered	Mean Number Contact Hours Per Objective	Mean Number Objectives Per Hour
K	12	24	2.6	9.23	0.108
1	10	21	6.0	3.50	0.286
2	13	25	6.0	4.17	0.240
3	12	28	8.7	3.22	0.311
4	12	16	3.3	4.85	0.206
5	9	16	5.0	3.20	0.312
6	6	42	7.7	5.45	0.183
7	7	14	3.9	3.59	0.279
8	9	34	3.0	11.30	0.088
9	12	32	3.8	8.42	0.119
10	11	25	5.7	4.39	0.228
11	4	28	3.3	8.48	0.118
Ungraded	6	37	3.2	11.60	0.086
Total	123				

English as a Second Language

Grade	Number Tested	Mean Number of Contact Hours	Mean Number Objectives Mastered	Mean Number Contact Hours Per Objective	Mean Number Objectives Per Hour
K	23	41	14.0	2.93	0.341
1	13	35	11.6	3.02	0.331
2	19	38	8.4	4.52	0.221
3	12	46	9.8	4.69	0.213
4	16	30	10.0	3.00	0.333
5	10	35	9.3	3.76	0.266
6	10	39	9.8	3.98	0.251
7	9	37	11.8	3.14	0.319
8	8	24	5.5	4.36	0.229
9	4	26	3.3	7.88	0.127
12	2	14	1.5	9.33	0.107
Ungraded	22	39	5.1	7.65	0.131
Total	148				

NORTH CAROLINA

North Carolina's migrant education projects provided services to 5,753 regular term students and 1,795 summer term students in pre-kindergarten through grade 12. Instructional services were provided in English to students of limited English background, reading, language arts, mathematics, vocational/career education, computer skills, study skills, physical education, and day camp. Supporting services included attendance, social work, and guidance; health; dental; nutrition; pupil transportation; clothing; speech; and cultural arts.

An assessment of achievement status of migrant participants in the regular term was obtained by an analysis of test results from the annual statewide testing program. Students in grades 1, 2, 3, 6, and 8 were tested annually, usually in April, in the areas of reading, mathematics, and language. (The instrument used was the California Achievement Test.)

Table 57 provides a scale score, percentile rank, and NCE score, as well as the number tested, by subject area and grade. Percentiles scores were the highest in mathematics across all grades.

Achievement information was not provided for the summer term.

Table 57

Achievement Results for Migrant Participants from State Assessment Program, by Subject Area, 1985-86

North Carolina

Reading

Grade	Number Tested	Scale Score	Percentile	NCE
1	379	475	38	41
2	328	583	31	36
3	314	639	30	36
6	318	705	27	34
8	311	736	23	33
Total	1,650			

Language

Grade	Number Tested	Scale Score	Percentile	NCE
1	379	520	33	42
2	328	620	35	38
3	314	658	37	39
6	318	691	32	38
8	311	706	30	38
Total	1,650			

Mathematics

Grade	Number Tested	Scale Score	Percentile	NCE
1	379	522	53	49
2	328	623	48	47
3	314	672	48	45
6	318	729	38	42
8	311	757	33	39
Total	1,650			

NORTH DAKOTA

During the regular term, the migrant education projects served 163 kindergarten through ninth graders. Participants received instructional services in English to students of limited English background, reading, language arts, mathematics, and vocational/career education. Supporting services included attendance, social work, and guidance; nutrition; and pupil transportation. The summer term migrant projects served 1,162 students in pre-kindergarten through grade 12. Participants in the summer term received the same instructional services as those provided in the regular term. Supporting services included health, dental, nutrition, and pupil transportation.

Pre- and post-test results for reading during the state's summer projects were gathered and averaged for the eight participating sites. The results were as follows:

Grade 1	+ 10.79 NCEs gain
Grade 2	+ 12.06 NCEs gain
Grade 3	+ 8.84 NCEs gain

No achievement information was provided for the regular term.

OHIO

Migrant education projects in Ohio served 1,368 regular term students and 2,095 summer term students in prekindergarten through grade 12. Instructional services were provided in English to students of limited English background, reading, language arts, mathematics, vocational/career education, preschool, social studies, and tutoring. Supporting services included attendance, social work, and guidance; health; dental; nutrition; pupil transportation; and vouchers for shoes.

No achievement information was provided for either the regular term or the summer term.

OKLAHOMA

The migrant education projects in the regular term in this state served 1,738 students in pre-kindergarten through grade 12. Participants received instructional services in English to students of limited English background, reading, language arts, mathematics, vocational/career education, and cultural awareness. Supporting services included attendance, social work, and guidance; health; dental; and nutrition. There were no summer term projects.

Oklahoma provided pre- and post-test achievement data for reading, mathematics, and language arts for the regular term. Data were reported in NCEs for the fall-to-spring and annual test cycles.

Table 58 provided pretest, posttest, and gain NCEs as well as the number tested, by subject area and grade, for participants tested on a fall-to-spring test cycle. For reading, NCE gains ranged from 8.6 (grade 9) to -13.3 (kindergarten). For mathematics, the gains ranged from 18.4 NCEs (kindergarten) to -6.0 NCEs (grade 10). For language arts, NCE gains ranged from 17.6 (kindergarten) to 0.5 (grade 10).

Table 59 provided pretest, posttest, and gain NCEs as well as the number tested, by subject area and grade, for participants tested on an annual test cycle. For reading, NCE gains ranged from 23.2 (kindergarten) to -8.1 (grade 3). For mathematics, the gains ranged from 6.6 NCEs (grade 1) to -7.0 NCEs (grade 12). For language arts, NCE gains ranged from 12.0 (grade 1) to -7.4 (grade 3).

Table 58

Chapter 1 Migrant Education Achievement Results for Students Tested on a Fall-Spring Schedule, by Subject Area, 1985-86

Oklahoma

Reading

Grade	Number Tested	NCE		
		Pretest	Posttest	Gain
K	12	20.2	6.9	-13.3
1	65	36.0	41.0	5.0
2	43	40.4	47.4	7.0
3	47	41.1	45.5	4.4
4	45	29.1	33.8	4.7
5	54	32.3	38.0	5.7
6	58	37.9	39.1	1.2
7	26	31.1	36.9	5.8
8	9	20.8	27.1	6.2
9	5	43.4	52.0	8.6
10	3	31.1	39.0	7.9
11	10	32.1	27.0	-5.1
12	3	41.5	44.1	2.7
Total	380			

Mathematics

Grade	Number Tested	NCE		
		Pretest	Posttest	Gain
K	5	38.6	57.0	18.4
1	40	39.2	51.5	12.3
2	51	34.4	44.2	9.8
3	58	31.2	42.4	11.0
4	39	31.2	38.3	7.1
5	40	34.4	41.5	7.1
6	44	38.6	45.6	7.0
7	18	35.2	44.0	8.8
8	9	9.5	26.3	16.8
9	--	--	--	--
10	1	55.0	49.0	-6.0
11	3	36.0	35.7	-0.3
12	--	--	--	--
Total	308			

Table 58 (continued)

Language Arts

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
K	10	20.8	38.4	17.6
1	36	34.5	36.7	2.2
2	41	29.5	39.0	9.5
3	43	37.1	43.7	6.6
4	19	32.6	35.7	3.1
5	17	39.4	43.1	3.7
6	21	36.5	37.9	1.4
7	21	31.9	38.2	6.3
8	16	28.6	35.2	8.6
9	8	27.8	37.5	9.7
10	3	25.7	26.2	0.5
11	6	38.3	42.8	4.5
12	5	25.7	29.5	3.8
Total	246			

Table 59

Chapter 1 Migrant Education Achievement Results for Students Tested on an Annual Schedule, by Subject Area, 1985-86

Oklahoma

Reading

		NCE		
Grade	Number Tested	Pretest	Posttest	Gain
K	9	46.2	69.4	23.2
1	18	48.2	57.3	9.1
2	19	42.3	34.7	-7.6
3	32	56.3	48.2	-8.1
4	29	39.7	39.6	-0.1
5	24	38.2	37.0	-1.2
6	32	43.0	44.2	1.2
7	27	44.6	40.1	-4.5
8	26	29.7	29.4	-0.3
9	13	36.3	30.3	-6.0
10	--	--	--	--
11	2	58.0	52.0	-6.0
12	2	41.0	38.5	-2.5
Total	233			

Mathematics

		NCE		
Grade	Number Tested	Pretest	Posttest	Gain
K	9	40.9	41.5	0.6
1	25	45.5	52.1	6.6
2	19	43.1	43.2	0.1
3	42	44.0	44.6	0.6
4	36	41.6	40.3	-1.3
5	32	41.2	44.6	3.4
6	46	38.3	38.1	-0.2
7	28	43.5	43.3	-0.2
8	21	36.7	35.7	-1.0
9	8	45.8	44.2	-1.6
10	3	9.6	12.6	3.0
11	1	48.0	47.0	-1.0
12	2	46.5	39.5	-7.0
Total	272			

Table 59 (continued)

Language Arts

Grade	Number Tested	NCE		
		Pretest	Posttest	Gain
K	9	32.4	33.7	1.3
1	21	44.4	56.4	12.0
2	24	40.3	42.0	1.7
3	31	49.3	41.9	-7.4
4	33	41.1	41.4	0.3
5	30	32.0	32.0	0.0
6	26	46.0	47.2	1.2
7	21	42.1	38.7	-3.4
8	12	24.9	21.8	-3.1
9	14	36.8	34.8	-2.0
10	6	22.9	27.7	4.8
11	8	27.9	33.4	5.5
12	4	25.8	25.1	-0.7
Total	239			

OREGON

Oregon's migrant education projects served 7,563 regular term students and 3,825 summer term students in prekindergarten through grade 12. Participants in both terms received instructional services in English to students of limited English background, reading, language arts, mathematics, and vocational/career education. Supporting services provided in both terms included attendance, social work, and guidance; health; dental; nutrition; and pupil transportation.

The Chapter 1-M ECIA Oregon Migrant Education Program Educational Impact Report included statewide achievement data for the regular and summer terms. Oregon's migrant participants were tested on their ability to successfully complete educational components. The term educational component referred to a group of participants with similar needs who were provided a particular type of instruction that was evaluated in a common way. Components varied in terms of the number of participants and the subject or need, but they all allowed for clear evaluation. The components were designed at the local level and varied across school districts.

Many of the educational components, however, were similar, and a set of common evaluation approaches has evolved over the past few years. In general, the evaluation approaches included: (1) task specific methods, which were more useful with active migrant participants and with content which may go beyond the basic skills; and (2) a pre/post testing model, applied only in certain instances with relatively stable student populations in components which deal with the basic skills of reading, mathematics, and language arts.

The task specific methods included a series of locally-developed devices known as (a) individual short-term plan/records, (b) small group short-term plan/records, (c) tutor request/records, (d) class skills lists, and (e) assignment completion reports. These devices yielded a percentage of attainment of objectives; the percentage criteria for the task specific methods were:

85-100%	very successful
75-84%	successful
65-74%	moderately successful
0-64%	unsuccessful

During the regular term, students participated in 139 components. Over one-half of the participants (5,159) were in the 92 components that were rated very successful, and 2,500 participants were in the 41 components rated successful. Four components (with 72 participants) were rated moderately successful, and only two components (with 38 participants) were rated unsuccessful.

During the summer term, students participated in 72 components. Over one-half of the participants (6,709) were in components rated very successful; 1,756 were in components rated successful; 1,366 were in components rated moderately successful; and only 98 were in components rated unsuccessful.

For pre/post testing (fall-to-spring) with standardized achievement tests in the regular term, the criterion of satisfactory gain was three NCEs. Thirty-six components had usable data. A total of 1,442 participants were engaged in 20 different reading components. Pretest and posttest scores were available for 630 of the participants. Overall, these participants showed a mean gain of 6.3 NCEs. A total of 652 participants were engaged in 11 different mathematics components. Pretest and posttest scores were available for 239 participants. Overall, these participants experienced a mean gain of 4.3 NCEs. A total of 504 participants were engaged in five different language arts components. Pretest and posttest scores were available for 185 participants. Overall, these participants experienced a mean gain of 3.2 NCEs.

PENNSYLVANIA

Pennsylvania's migrant education projects served 2,691 regular term students in pre-kindergarten through grade 12. Instructional services were provided in English to students of limited English background, reading, language arts, mathematics, vocational/career education, preschool, tutorial secondary, science, social studies, and homework skills. Supporting services included attendance, social work, and guidance; health; nutrition; pupil transportation; and recruitment.

During the summer term, 1,449 students in pre-kindergarten through grade 12 were served. Summer term participants received most of the same instructional services as those provided to regular term participants. However, instead of being offered social studies and homework skills, summer term participants were provided consumer education and science. Supporting services in the summer term included attendance, social work, and guidance; health; dental; nutrition; pupil transportation; recruitment; and arts and crafts.

Pennsylvania provided student achievement data in reading for the regular term, which included aggregated test scores for all participants in migrant education projects who had been given more than one California Achievement Reading test since January 1, 1982. Although a summary was not provided, the state concluded that the average NCE gain for each participant over a 9-month period was 0.8.

No achievement information was provided for the summer term.

PUERTO RICO

Puerto Rico's migrant education projects served 8,087 regular term students in pre-kindergarten through grade 12. Instructional services were provided in English to students of limited English background, mathematics, and Spanish. Supporting services included attendance, social work, and guidance; health; dental; pupil transportation; ophthalmology; and psychology. There were no summer term projects.

Achievement information was provided for grades 3, 6, and 9 for six regions. The achievement information was reported as percentages of skills mastered by migrant education participants, by grade and by region. Percentages of skills mastered were recorded for English, Spanish, and mathematics (third and sixth grades) and English grammar, English reading, Spanish grammar, and mathematics (ninth grade).

Table 60 shows, for the six regions combined, the average number of skills mastered, the average number of skills not mastered, and the average percent of skills mastered, by grade and subject area. Participants in grade 3 achieved the highest average percent of skills mastered in Spanish (81.5 percent) and mathematics (68.3 percent). Participants in the sixth grade had an average percent of skills mastered ranging from 28.8 percent (mathematics) to 77.8 percent (English). Ninth graders had an average percent of skills mastered ranging from 0.1 percent (Spanish grammar) to 54.7 percent (English grammar).

Table 60

Achievement Results -- Skills Mastered, by Subject Area and Grade, 1985-86

Puerto Rico

Spanish

Grade	Average Number of Skills Mastered	Average Number of Skills Not Mastered	Average Percent of Skills Mastered
3	6.5	1.5	81.5%
6	7.2	8.8	44.8%

Table 60 (continued)

Mathematics

Grade	Average Number of Skills Mastered	Average Number of Skills Not Mastered	Average Percent of Skills Mastered
3	7.0	3.0	68.3%
6	5.2	12.8	28.8%
9	0.5	15.5	0.3%

English

Grade	Average Number of Skills Mastered	Average Number of Skills Not Mastered	Average Percent of Skills Mastered
6	9.3	2.7	77.8%

English Grammar and Reading

Grade	Average Number of Skills Mastered	Average Number of Skills Not Mastered	Average Percent of Skills Mastered
9 -- Grammar	4.3	3.5	54.7%
9 -- Reading	1.7	4.5	27.3%

Spanish Grammar

Grade	Average Number of Skills Mastered	Average Number of Skills Not Mastered	Average Percent of Skills Mastered
9	0.2	11.8	0.1%

RHODE ISLAND

During the regular term, 41 students in grades 1 through 8 received migrant education services. Instructional services were provided in English to students of limited English background, reading, and mathematics. Supporting services were not provided. There were 58 summer term participants in pre-kindergarten through grade 8. Instructional services included English to students of limited English background, reading, language arts, and mathematics. Supporting services included nutrition and pupil transportation.

Criterion referenced testing was performed in reading and mathematics in the summer term. In reading, testing was performed in the following sub-areas--main idea, details, sequence, inference, and critical reading. For mathematics, the Scott, Foresman/Radio Shack Test was used, and testing was performed in the following sub-areas--addition, subtraction, multiplication, division, fractions, decimals/percent, and pre-algebra. The results were reported in grade equivalents, but not in a format that allowed for summary in this report.

No achievement information was provided for the regular term.

SOUTH CAROLINA

South Carolina's migrant education projects provided services to 169 regular term students in pre-kindergarten through grade 5 and grade 7 through grade 12. Participants received instructional services in reading, mathematics, and preschool (for those 3 to 6 years old). Supporting services included attendance, social work, and guidance; health; dental; nutrition; pupil transportation; and library. Summer term services were provided to 755 students in pre-kindergarten through grade 12. The same instructional and supporting services that were offered in the regular term were also offered in the summer term.

South Carolina provided pre- and post-test achievement data for reading and mathematics in the regular term. (The test used was the Comprehensive Test of Basic Skills.) Data were reported in NCEs for an annual testing cycle.

Table 61 provides pretest, posttest, and gain NCEs as well as the number tested, by subject area and grade, for participants tested on an annual test cycle. In reading, gains ranged from -15.7 NCEs (grade 2) to 10.7 NCEs (grade 3). Gains for participants tested in mathematics ranged from -17.2 NCEs (grade 2) to 8.3 NCEs (grade 11).

Gains in developmental skills were reported for participants who were three and four years old in pre-kindergarten and for participants who were five and six years old in developmental programs during the summer term. The number and percent of participants who "gained," "lost," were "unchanged," and "not judged" were provided by skill area.

Results indicated that most participants, between 98 percent and 68 percent depending on skill area and grade level, gained skills. Less than 3 percent who were tested lost skills. The remaining were "unchanged" or "not judged."

Table 61

Chapter 1 Migrant Education Achievement Results for Students Tested on an Annual Schedule, by Subject Area, 1985-86

South Carolina

Reading

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
1	12	45.8	43.0	-2.8
2	34	57.0	41.3	-15.7
3	6	35.1	45.8	10.7
4	--	--	--	--
5	--	--	--	--
6	--	--	--	--
7	--	--	--	--
8	--	--	--	--
9	22	35.8	34.4	-1.4
10	10	44.1	41.9	-2.2
11	9	24.2	34.4	10.2
12	--	--	--	--
Total	93			

Mathematics

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
1	10	42.5	50.0	7.5
2	34	65.6	48.4	-17.2
3	6	28.2	25.3	-2.9
4	--	--	--	--
5	--	--	--	--
6	--	--	--	--
7	--	--	--	--
8	--	--	--	--
9	22	48.9	47.9	-1.0
10	10	47.9	48.4	0.5
11	9	39.6	47.9	8.3
12	--	--	--	--
Total	91			

SOUTH DAKOTA

The regular term migrant education projects in South Dakota provided services to 59 students in pre-kindergarten through grade 11. Instructional services were provided in reading, mathematics, and preschool. There were no supporting services, and there were no summer term projects.

South Dakota provided pre- and post-test achievement data for reading, mathematics, and language arts. (Tests used included the Comprehensive Test of Basic Skills, the Boehm Test of Basic Concepts, the Peabody Individualized Achievement Test, the Test of Basic Experience II, and the Utah Test of Language Development.) Data were reported in NCEs for an annual testing cycle.

Table 62 provides pretest, posttest, and gain NCEs as well as the number tested, by subject area and grade, for participants tested on an annual test cycle. In reading, gains ranged from 20.6 NCEs (grade 1) to -9.2 NCEs (grade 3). In mathematics, gains ranged from 18.6 NCEs (grade 1) to -19.0 NCEs (grade 7). In language arts, gains ranged from 18.9 NCEs (grade 10) to -17.0 NCEs (grade 2).

Table 62

Chapter 1 Migrant Education Achievement Results for Students Tested on an Annual Schedule, by Subject Area, 1985-86

South Dakota

Reading

Grade	Number Tested	NCE		
		Pretest	Posttest	Gain
1	1	31.5	52.1	20.6
2	3	50.3	43.0	-7.3
3	3	52.9	43.7	-9.2
4	--	--	--	--
5	--	--	--	--
6	2	33.7	38.8	5.1
7	2	32.8	32.2	-0.6
8	--	--	--	--
9	1	39.0	37.7	-1.3
10	2	58.6	56.0	-2.6
11	1	10.4	20.4	10.0
12	--	--	--	--
Total	15			

Mathematics

Grade	Number Tested	NCE		
		Pretest	Posttest	Gain
1	1	28.2	46.8	18.6
2	3	43.8	47.8	4.0
3	3	55.8	37.1	-18.7
4	--	--	--	--
5	--	--	--	--
6	2	55.6	61.2	5.6
7	2	59.0	40.0	-19.0
8	--	--	--	--
9	1	46.8	54.2	7.4
10	2	44.0	45.4	1.4
11	1	28.2	18.9	-9.3
12	--	--	--	--
Total	15			

Table 62 (continued)

Language Arts

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
1	1	41.3	52.1	10.8
2	3	57.0	40.0	-17.0
3	3	56.1	41.0	-15.1
4	--	--	--	--
5	--	--	--	--
6	2	45.7	54.9	9.2
7	2	32.7	39.0	6.3
8	--	--	--	--
9	1	43.0	41.3	-1.7
10	2	32.4	51.3	18.9
11	1	42.5	26.3	-16.2
12	--	--	--	--
Total	15			

TENNESSEE

Migrant education projects in this state provided services to 118 regular term students in kindergarten through grade 12. Participants received instructional services in reading and mathematics. Supporting services included attendance, social work, and guidance; dental; and optometry. Summer term services were provided to 291 students in pre-kindergarten through grade 12. Instructional services were provided in reading, mathematics, music, art, physical education, health, social studies, and science. Supporting services included attendance, social work, and guidance; health; dental; nutrition; pupil transportation; and optometry.

Two school districts provided achievement data for participants during the regular term. One school district provided pre- and post-test achievement data for reading and mathematics. Data were reported in NCEs for the fall-to-spring testing cycle. Table 63 provides pretest, posttest, and gain NCEs as well as the number tested, by subject area and grade, for participants tested on a fall-to-spring test cycle. For reading, gains ranged from 25.7 NCEs (kindergarten) to -16.0 NCEs (grade 12). For participants tested in mathematics, NCE gains ranged from 17.3 (kindergarten) to -1.3 (grade 11).

The second school district used a criterion-referenced test during the regular term. Table 64 provides, by grade, the number of students and number of skills acquired for reading and mathematics. Five skills were gained in each grade for reading and mathematics.

During the summer term, six school districts provided summer term projects. Three used the Tennessee Basic Skills Continuum for evaluating their projects, and three used a test developed for migrant education projects in Tennessee (the Tennessee Migrant Education Criterion-Referenced Test). In addition, teacher-made tests were used in measuring progress in the music/art and physical education service areas. Tables 65 and 66 present the achievement results for the Tennessee Basic Skills continuum and the Tennessee Migrant Education Criterion-Referenced Test, respectively. Each table displays, by grade, the number of participants tested, the range of weeks in the project, and the number of skills mastered for reading, mathematics, physical education, art, and music.

Table 63

Chapter 1 Migrant Education Achievement Results for Students Tested on a Fall-Spring Schedule, by Subject Area, 1985-86

Tennessee

Reading

Grade	Number Tested	NCE		
		Pretest	Posttest	Gain
K	1	29.1	54.8	25.7
1	3	17.5	34.8	17.3
2	7	54.4	64.0	9.6
3	8	37.0	55.3	18.3
4	3	31.2	49.1	17.9
5	5	39.5	38.6	-0.9
6	7	44.3	55.9	11.6
7	8	41.0	43.7	2.7
8	4	53.7	54.8	1.1
9	9	32.5	33.4	0.9
10	2	48.8	43.8	-5.0
11	2	26.5	16.5	-10.0
12	3	24.3	8.3	-16.0
Total	62			

Mathematics

Grade	Number Tested	NCE		
		Pretest	Posttest	Gain
K	1	26.3	43.6	17.3
1	3	36.3	37.3	1.0
2	8	50.9	59.7	8.8
3	8	50.6	57.8	7.2
4	3	33.4	43.9	10.5
5	5	41.2	50.2	9.0
6	7	40.6	46.6	6.0
7	8	44.2	46.4	2.2
8	4	42.7	54.7	12.0
9	9	32.4	33.4	1.0
10	2	29.8	33.4	3.6
11	2	9.9	8.6	-1.3
12	3	10.2	12.3	2.1
Total	63			

Table 64

Achievement Results, Regular Term
Skills Gained, by Subject and Grade, 1985-86

Tennessee

Reading

Grade	Number Tested	Skills Gained		
		Pre	Post	Gain
K	7	70	75	5
1	5	70	75	5
2	5	70	75	5
3	2	70	75	5
4	4	75	80	5
5	2	70	75	5
6	3	70	75	5
Total	28			

Mathematics

Grade	Number Tested	Skills Gained		
		Pre	Post	Gain
K	7	70	75	5
1	5	70	75	5
2	5	70	75	5
3	2	70	75	5
4	4	75	80	5
5	2	70	75	5
6	3	70	75	5
Total	28			

Table 65

Skills Mastered (Weighted Mean) on the Tennessee Ba

Tennessee

	Reading				Mathematics		
Weeks in Program:	3-6		6-9		3-6		
Grade	Number Tested	Skills	Number Tested	Skills	Number Tested	Skills	Numbe Test
K	23	4.7	3	4.0	10	11.8	2
1	16	2.2	4	8.0	12	7.7	4
2	9	2.3	3	6.0	10	2.5	3
3	12	12.2	2	5.0	12	17.5	2
4	12	13.5			8	28.9	
5	8	12.3			5	19.0	1
6	6	2.5	1	8.0	5	25.8	1
7	6	8.7			6	7.8	
8	6	15.8			5	16.0	1
9	2	4.0			1	3.0	
10	1	3.0			1	1.0	
Total	101		13		75		14

asic Skills Continuum, Summer Term, 1986

		P.E.				Art	
6-9		3-6		6-9		3-6	
er ed	Skills	Number Tested	Skills	Number Tested	Skills	Number Tested	Skills
	1.0	9	23.3	3	7.0	7	29.0
	6.0	8	14.9	4	8.0	7	27.0
	6.0	3	7.7	3	8.0	2	5.0
	8.0	11	6.5	2	9.0	8	24.0
		8	28.9	1	7.0	7	19.0
	5.0	5	22.0	1	7.0	5	15.0
	7.0	3	10.0	1	4.0	3	8.0
		4	14.0			4	17.0
	8.0	5	6.0	1	7.0	5	27.0
		1	6.0	1	6.0	1	5.0
		1	6.0			1	5.0
		58		17		50	

Table 66

Skills Mastered (Weighted Mean) on the Tennessee Migrant Education Criterion-Referenced Test, Summer Term, 1986

Tennessee

	Reading				Mathematics				P.E.		Music/Art	
Weeks in Programs:	3-6		6-9		3-6		6-9		3-6		6-9	
Grade	Number Tested	Skills	Number Tested	Skills	Number Tested	Skills	Number Tested	Skills	Number Tested	Skills	Number Tested	Skills
Pre K	6	2.0			6	3.0						
K	8	2.3			8	3.8			2	9.2	2	4.5
1	9	1.4	3	14.0	9	5.3	3	14.0	3	13.8	3	2.8
2	8	1.5	7	21.0	8	2.6	7	23.0	3	23.0	3	3.0
3	18	1.8	4	5.0	18	2.8	4	8.0	3	11.0	3	2.0
4	12	1.9	6	8.0	12	2.2	6	12.0	2	7.6	2	3.8
5	11	1.7	3	4.0	11	3.4	3	6.0	3	10.8	3	3.3
6	6	2.0	4	2.0	10	2.7	4	4.0	4	17.2	4	2.6
7	5	1.0	6	6.0	5	1.0	6	14.0				
8	3	1.0	4	3.0	3	2.0	4	6.0				
9	2	1.0	3	0.0	2	1.0	3	3.0				
10			1	0.0			1	0.0				
11			2	0.0			2	0.0				
12			1	3.0			1	4.0				
Total	88		44		92		44		20		20	

TEXAS

Migrant education projects in this state served 67,993 regular term students and 3,635 summer term students in pre-kindergarten through grade 12. Participants in both terms received English to students of limited English background, reading, language arts, mathematics, and vocational/ career education. (Other instructional services were also provided, but were not specified.) For both terms, supporting services included attendance, social work, and guidance; health; dental; nutrition; and pupil transportation. (In the regular term, other supporting services were also provided, but were not specified.)

Texas provided pre- and post-test achievement data for reading and mathematics for the regular term. Data were reported in NCEs for an annual testing cycle.

Table 67 provides pretest, posttest, and gain NCEs as well as the number tested, by subject area and grade, for participants tested on an annual test cycle. Participants tested in reading showed gains ranging from 1.1 NCEs (grade 7) to -2.0 NCEs (grade 2). In mathematics, NCE gains ranged from 3.2 (grade 5) to -0.4 (grade 10). (Participants were tested in enrichment reading and mathematics, and remedial reading and mathematics. The scores for the reading tests were combined, and the scores for the mathematics tests were combined.)

No achievement data were presented for the summer term.

Table 67

Chapter 1 Migrant Education Achievement Results for Students Tested on an Annual Schedule, by Subject Area, 1985-86

Texas

Reading

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
1	--	--	--	--
2	2,749	43.8	41.8	-2.0
3	3,810	41.4	40.0	-1.4
4	3,663	38.9	39.0	0.1
5	3,360	37.5	37.8	0.3
6	3,646	37.8	38.3	0.5
7	2,986	35.9	37.0	1.1
8	2,796	37.3	38.0	0.7
9	1,953	35.7	35.9	0.2
10	1,323	36.7	35.5	-1.2
11	883	33.8	33.0	-0.8
12	664	36.9	36.6	-0.3
Total	27,833			

Mathematics

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
1	--	--	--	--
2	1,482	47.3	50.3	3.0
3	2,399	46.5	48.4	1.9
4	2,199	44.9	46.8	1.9
5	2,046	43.8	47.0	3.2
6	1,990	43.6	44.4	0.8
7	1,452	44.5	45.8	1.3
8	1,346	43.7	44.1	0.4
9	760	41.2	42.2	1.0
10	516	42.1	41.7	-0.4
11	308	40.2	41.5	1.3
12	227	41.1	41.4	0.3
Total	14,725			

UTAH

Utah's migrant education projects served 116 regular term students in pre-kindergarten through grade 12. Participants received instructional services in English to students of limited English background, reading, language arts, mathematics, vocational/career education, practical arts, and football/soccer. Supporting services included attendance, social work, and guidance; health, dental, nutrition, and pupil transportation. During the summer term, 824 students in pre-kindergarten through grade 12 received services. Participants in the summer term received the same instructional and supporting services as participants in the regular term except for practical arts and football/soccer.

The Wide Range Achievement Test was used during the summer term. Participants were tested in reading, spelling, and mathematics. In the area of reading, performance increases were noted by virtually every school district at each grade level. The largest gains were demonstrated at the elementary grades. At three grade levels, mean posttest performance across all school districts, exceeded the national norm of the 50th percentile. Results showed grade 1 participants at the 56th percentile, grade 2 at the 68th percentile, and grade 8 at the 60th percentile.

Results for spelling were generally similar to those observed for reading. Virtually all school districts reported some growth in performance, and, again, the largest gains tended to be in the elementary grades. The posttest performance of participants was above the national norm in grades 1, 2, and 3.

In mathematics, several school districts reported large gains at virtually every grade level, both at the elementary and the secondary levels. Mean posttest performance for grades K-5, across all school districts, was substantially above the national norms.

No achievement information was provided for the regular term.

VERMONT

Vermont's migrant education projects provided services to 421 regular students in pre-kindergarten through grade 12. Instructional services were provided in English to students of limited English background, reading, and a history/cultural program. Supporting services included attendance, social work, and guidance; health; dental; nutrition; pupil transportation; social skills; and book distribution. The summer term projects served 245 students in pre-kindergarten through grade 10. Instructional services included reading and mathematics, while supporting services included health, nutrition, pupil transportation, social skills, and book distribution.

Vermont provided achievement information for students participating in the summer tutorial. Prior to tutorial instruction, all participants received various diagnostic assessments (an oral, silent and listening informal reading inventory; a language experience exercise; a think-aloud exercise in reading and/or mathematics; an informal mathematics inventory; and an early mathematics assessment with manipulatives for kindergarten through grade 2). From these assessments, tutors determined the areas of greatest need and chose appropriate remedial strategies on an individual basis for each participant. Individualized lesson plans were designed with specific behavioral objectives. Daily checklists were used to record student progress.

One to four checklists, according to discipline and skill level, were filled out daily by tutors on each participant. Each checklist (in reading, language experience, mathematics, and mathematics manipulative experience) was broken into at least five areas of disciplinary competence, and each area contained two to seven objectives. (The measures used to indicate change were not sufficiently detailed to allow for the inclusion of tabular displays.)

No achievement information was provided for the regular term.

VIRGINIA

The migrant education projects in Virginia provided services to 527 regular term students and 324 summer term students. Participants in the regular term were in pre-kindergarten through grade 12, and participants in the summer term were in pre-kindergarten through grade 11. In both terms, participants received instructional services in English to students of limited English background, reading, language arts, mathematics, cultural enrichment, and preschool. Supporting services included attendance, social work, and guidance; health; dental; nutrition; pupil transportation; and textbooks.

No achievement data were provided for either the regular term or the summer term.

WASHINGTON

Migrant education projects in Washington served 6,137 regular term students and 2,815 summer term students in prekindergarten through grade 12. In both terms, instructional services were provided in reading, language arts, and readiness. Supporting services provided during the regular term included attendance, social work, and guidance; health; dental; nutrition; and pupil transportation. Supporting services were not provided in the summer term.

Washington provided pre- and post-test achievement data for reading, mathematics, and language arts for the regular term. Data were reported in NCEs for the fall-to-spring testing cycle. According to the State Performance Report, the major problem in the use of the pre/post model for the evaluation of migrant education projects is that only a very small portion of the participants served in the projects can be pre- and post-tested. Language barriers and mobility are the major reasons. Nine of the 62 school districts that operate migrant education projects submitted pre/post NCE score information.

Table 68, which provides this achievement information, displays pretest, posttest, and gain NCEs as well as the number tested, by subject area and grade, for participants tested on a fall-to-spring test cycle. For participants tested in reading, gains ranged from 13.4 NCEs (grade 3) to -2.0 NCEs (grade 10). For mathematics, NCE gains ranged from 40.2 (grade 3) to -7.0 (grade 8). For language arts, NCE gains ranged from 14.0 (grade 8) to -19.0 (grade 5).

Washington has a statewide assessment program. The Metropolitan Achievement Test (MAT6) was administered to all students in grades 4, 8, and 10 during the first week in October. Students were tested in reading, mathematics, and language, and oral language. State-level results were prepared for the general student population and for selected student subgroups, such as students participating in Chapter 1 migrant education projects. Administrators coded student participation by special program and by the subject area of service.

Tables 69 through 72 provide the number tested, the median percentile, and the percent in each stanine group above average, average, and below average, by grade and test area, for the four types of migrant education services--reading, mathematics, language, and oral language, respectively. For participants in the four migrant services, the highest median percentile was reported in grade 4, mathematics.

No achievement data were presented for the summer term.

Table 68

Chapter 1 Migrant Education Achievement Results for Students Tested on a Fall-Spring Schedule, by Subject Area, 1985-86

Washington

Reading

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
1	--	--	--	--
2	36	25.8	39.1	13.3
3	30	15.7	29.1	13.4
4	31	36.5	36.0	-0.5
5	26	31.4	34.9	3.5
6	11	22.2	27.4	5.2
7	4	31.3	43.5	12.2
8	2	27.0	32.0	5.0
9	--	--	--	--
10	3	32.0	30.0	-2.0
11	--	--	--	--
12	--	--	--	--
Total	143			

Mathematics

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
K	5	2.8	5.2	2.4
1	12	12.3	17.8	5.5
2	23	22.5	56.3	33.8
3	20	9.4	49.6	40.2
4	20	26.8	35.2	8.4
5	19	27.0	30.0	3.0
6	6	31.0	38.0	7.0
7	9	45.4	39.6	-5.8
8	6	40.0	33.0	-7.0
9	3	38.0	37.0	-1.0
10	--	--	--	--
11	--	--	--	--
12	--	--	--	--
Total	123			

Table 68 (continued)

Language Arts

Grade	Number Tested	NCE Pretest	NCE Posttest	NCE Gain
1	10	26.3	37.2	10.9
2	11	27.4	30.1	2.7
3	7	33.2	31.3	-1.9
4	7	35.4	35.4	0.0
5	3	35.0	16.0	-19.0
6	4	35.0	22.0	-13.0
7	7	29.3	37.4	8.1
8	4	37.0	51.0	14.0
9	--	--	--	--
10	--	--	--	--
11	--	--	--	--
12	--	--	--	--
Total	53			

Table 69

MAT6 Test Results for Chapter 1 Migrant Participants Receiving Language, by Test Subject Area, 1985-86

Washington

Reading

Grade	Number Tested	Median Percentile	Percent in Each Stanine Group: Above Average	Average	Below Average
4	118	15	1%	30%	69%
8	35	6	3%	6%	91%
10	50	14	4%	24%	72%
Total	203				

Mathematics

Grade	Number Tested	Median Percentile	Percent in Each Stanine Group: Above Average	Average	Below Average
4	121	27	3%	58%	39%
8	37	9	0%	24%	76%
10	50	18	4%	36%	60%
Total	208				

Language

Grade	Number Tested	Median Percentile	Percent in Each Stanine Group: Above Average	Average	Below Average
4	122	17	3%	35%	62%
8	37	4	0%	16%	84%
10	51	15	6%	28%	66%
Total	210				

Table 70

MAT6 Test Results for Chapter 1 Migrant Participants Receiving Mathematics, by Test Subject Area, 1985-86

Washington

Reading

			Percent in Each Stanine Group		
Grade	Number Tested[a]	Median Percentile	Above Average	Average	Below Average
4	155	15	1%	34%	65%
8	25	5	0%	4%	96%
10	8	--	--	--	--
Total	188				

Mathematics

			Percent in Each Stanine Group		
Grade	Number Tested[a]	Median Percentile	Above Average	Average	Below Average
4	157	24	2%	55%	43%
8	24	8	4%	21%	75%
10	9	--	--	--	--
Total	190				

Language

			Percent in Each Stanine Group		
Grade	Number Tested[a]	Median Percentile	Above Average	Average	Below Average
4	159	21	4%	40%	56%
8	25	5	0%	16%	84%
10	9	--	--	--	--
Total	193				

---

[a] Results not reported for fewer than 10 students.

Table 71

MAT6 Test Results for Chapter 1 Migrant Participants Receiving Reading, by Test Subject Area, 1985-86

Washington

Reading

Grade	Number Tested	Median Percentile	Percent in Each Stanine Group: Above Average	Average	Below Average
4	216	12	0%	29%	71%
8	53	9	2%	21%	77%
10	26	13	0%	27%	73%
Total	295				

Mathematics

Grade	Number Tested	Median Percentile	Percent in Each Stanine Group: Above Average	Average	Below Average
4	211	22	3%	47%	49%
8	52	13	0%	27%	73%
10	26	16	0%	35%	65%
Total	289				

Language

Grade	Number Tested	Median Percentile	Percent in Each Stanine Group: Above Average	Average	Below Average
4	217	16	4%	34%	62%
8	53	9	0%	24%	76%
10	26	14	0%	31%	69%
Total	296				

Table 72

MAT6 Test Results for Chapter 1 Migrant Participants Receiving Oral Language, by Test Subject Area, 1985-86

Washington

Reading

Grade	Number Tested[a]	Median Percentile	Percent in Each Stanine Group Above Average	Average	Below Average
4	94	10	0%	31%	69%
8	28	9	0%	11%	89%
10	7	--	--	--	--
Total	129				

Mathematics

Grade	Number Tested[a]	Median Percentile	Percent in Each Stanine Group Above Average	Average	Below Average
4	95	24	2%	53%	45%
8	28	15	4%	32%	64%
10	7	--	--	--	--
Total	130				

Language

Grade	Number Tested[a]	Median Percentile	Percent in Each Stanine Group Above Average	Average	Below Average
4	97	16	5%	32%	63%
8	28	7	0%	25%	75%
10	7	--	--	--	--
Total	132				

---

[a] Results not reported for fewer than 10 students.

WEST VIRGINIA

During the regular term, migrant education projects in West Virginia served 69 students in pre-kindergarten through grade 12. Instructional services were provided in English to students of limited English background, reading, language arts, mathematics, and preschool. Supporting services included pupil transportation and clothing. Forty-six students in pre-kindergarten through eighth grade (with the exception of third and seventh grades) were provided services during the summer term. Participants in the summer term received the same instructional services as those received by participants in the regular term, as well as vocational/career education. Supporting services included health, nutrition, and pupil transportation.

No achievement data were provided for either the regular term or the summer term.

WISCONSIN

Wisconsin's migrant education projects provided services to 608 regular term students and 669 summer term students in pre-kindergarten through grade 12. In both terms, participants received services in English to limited English background, reading, language arts, mathematics, vocational/career education, tutorial secondary, and preschool. Instructional services for the gifted and handicapped were also provided in the regular term. Supporting services were provided in attendance, social work, and guidance; health; dental; and pupil transportation in both terms. Nutrition was provided in the summer term.

No achievement data were provided for the regular term or for the summer term.

WYOMING

Wyoming's summer term migrant education projects served 528 students in pre-kindergarten through grade 12. Participants received services in English to students of limited English background, reading, and mathematics. Supporting services included attendance, social work, and guidance; health; nutrition; and pupil transportation. There were no regular term projects.

Wyoming provided achievement data for the summer term for language, reading, and mathematics. Three school districts that operated migrant education projects determined growth on the basis of student mastery of the National Migrant Education Program Skills Sequence. The major objective was that participants would acquire one skill for each two days in attendance.

Table 73 provides the number of students tested, total skills acquired, and the average number of skills acquired, by subject area and age group. The average number of skills acquired ranged from .55 in language (ages 9-17) to 1.9 in reading (ages 6-8). A comparison of the two age groupings (ages 6-8 and ages 9-17) showed that the participants who were 6 to 8 years old experienced the higher average number of skills acquired.

Preschool participants in two school districts were provided instruction to improve psychomotor, cognitive, and affective skills. The average number of skills acquired ranged from 2.45 (affective skills) to 7.81 (affective skills). Kindergarten participants in a third school district were provided instruction to improve these same skills. The highest average number of skills acquired occurred in cognitive skills (5.41).

Table 73

Achievement Results in the Summer Term -- Skills Acquired, by Subject and Age

Wyoming

Language

Age Span	Number of Students Tested	Total Skills Acquired	Average Number of Skills Acquired*
6 - 8	38	397	.82
9 - 17	34	232	.55
Total	72		

Reading

Age Span	Number of Students Tested	Total Skills Acquired	Average Number of Skills Acquired*
6 - 8	125	1,132	1.9
9 - 17	191	1,534	1.5
Total	316		

Mathematics

Age Span	Number of Students Tested	Total Skills Acquired	Average Number of Skills Acquired*
6 - 8	125	949	1.5
9 - 17	191	1,354	1.3
Total	316		

---

* Average number of skills acquired per participant per two days of attendance.

APPENDIX A -- METHODOLOGY

The U.S. Department of Education (ED) received State Performance Reports for 1985-86 in the winter and early spring of 1987, and proceeded to enter the participation information into LOTUS 1-2-3 files.

Decision Resources Corporation (DRC), contracted by the Office of Planning, Budget, and Evaluation (OPBE) to review, correct, and summarize the State Performance Reports, performed edit checks on the participation information and reviewed the achievement information provided by the SEAs. The purpose of the edit checks was to flag potential problems, not to claim that the information was necessarily in error.

The edit process for the participation data focused on examining the information submitted for 1984-85 and 1985-86, and highlighting year-to-year changes that appeared to be unusually high. The fact that 1984-85 was the first year the prescribed format was used was taken into consideration during the review process.

DRC subsequently prepared state-by-state listings of the information submitted by the SEAs, highlighting any data items that were identified through the edit process, and sent them to the SEAs for their review.

DRC staff then placed telephone calls to each SEA to elicit their response. In several instances, SEAs revised data for either 1984-85 or 1985-86.[14] However, in most cases, either the SEA responded that the information had been reviewed and was correct, or the SEA offered explanations for data items highlighted by the review process.

For the achievement data, SEAs were asked to verify or clarify DRC staff's understanding of the information that had been provided to ED.

At the conclusion of this process, DRC entered the revisions into the Chapter 1 migrant education data base and produced two documents for ED--a State Feedback Report for each SEA and this summary report entitled A Summary of State Chapter 1 Migrant Education Program Participation and Achievement Information for 1985-1986, Volume 1: Participation and Volume 2: Achievement.

---

[14] To the extent states revised their figures, the numbers found in this report will not correspond with those found in previous documents displaying State Performance Report information.

APPENDIX B -- ACHIEVEMENT INFORMATION FOR STATES REPORTING PRE/POST NORM REFERENCED NORMAL CURVE EQUIVALENT RESULTS, BY GRADE AND STATE

This appendix presents tabular displays of achievement information by grade for those states that provided data for the regular term using a norm referenced pre/post model and normal curve equivalent results. For each grade, the number tested, the pretest NCE score, the pretest percentile, the posttest NCE score, the posttest percentile, and the gain NCE are presented.

The tables are provided in the following order:

- Table B.1 -- participants tested on an annual test cycle in reading;
- Table B.2 -- participants tested on an annual test cycle in mathematics;
- Table B.3 -- participants tested on a fall-spring test cycle in reading; and
- Table B.4 -- participants tested on a fall-spring test cycle in mathematics.

Table B.1

Reading Achievement Results For Selected States Annual Test Cycle by State and Grade -- 1985-86 Chapter 1 Migrant Education Program

State	Kindergarten Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA						
COLORADO						
CONNECTICUT						
FLORIDA						
IDAHO						
KENTUCKY						
NEW JERSEY						
NEW MEXICO						
OKLAHOMA	9	46.2	42	69.4	82	23.2
SOUTH CAROLINA						
SOUTH DAKOTA						
TEXAS						
TOTAL	9	46.2	42	69.4	82	23.2

State	Grade 1 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	36	36.4	25	41.4	34	5.0
COLORADO	20	30.3	17	32.1	19	1.8
CONNECTICUT						
FLORIDA						
IDAHO						
KENTUCKY						
NEW JERSEY						
NEW MEXICO						
OKLAHOMA	18	48.2	46	57.3	63	9.1
SOUTH CAROLINA	12	45.8	42	43.0	37	-2.8
SOUTH DAKOTA	1	31.5	19	52.1	54	20.6
TEXAS						
TOTAL	87	38.7	29	42.9	36	4.2

State	Grade 2 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	48	36.1	25	37.8	28	1.7
COLORADO	25	34.3	22	35.0	23	0.7
CONNECTICUT	55	51.0	51	54.0	57	3.0
FLORIDA	266	36.6	26	38.2	28	1.6
IDAHO	41	39.9	31	33.7	22	-6.2
KENTUCKY	92	53.6	56	51.3	52	-2.3
NEW JERSEY	33	35.0	23	45.0	40	10.0
NEW MEXICO	7	30.2	17	32.6	20	2.4
OKLAHOMA	19	42.3	35	34.7	23	-7.6
SOUTH CAROLINA	34	57.0	63	41.3	34	-15.7
SOUTH DAKOTA	3	50.3	50	43.0	37	-7.3
TEXAS	2,749	43.8	38	41.8	34	-2.0
TOTAL	3,372	43.4	37	41.7	34	-1.7

State	Grade 3 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	48	30.0	17	42.0	35	12.0
COLORADO	22	38.3	29	37.5	27	-0.8
CONNECTICUT	82	46.0	42	47.0	44	1.0
FLORIDA	242	32.8	20	36.1	25	3.3
IDAHO	35	35.2	24	36.7	26	1.5
KENTUCKY	98	45.4	41	52.9	55	7.5
NEW JERSEY	21	42.0	35	43.0	37	1.0
NEW MEXICO	9	20.1	7	24.8	11	4.7
OKLAHOMA	32	56.3	61	48.2	46	-8.1
SOUTH CAROLINA	6	35.1	24	45.8	42	10.7
SOUTH DAKOTA	3	52.9	55	43.7	38	-9.2
TEXAS	3,810	41.4	34	40.0	31	-1.4
TOTAL	4,408	41.0	33	40.3	32	-0.7

Table B.1 (continued)

State	Grade 4 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	30	23.6	10	29.7	16	6.1
COLORADO	28	37.2	27	37.1	27	-0.1
CONNECTICUT	91	42.0	35	47.0	44	5.0
FLORIDA	467	32.6	20	32.4	20	-0.2
IDAHO	65	48.1	46	41.5	34	-6.6
KENTUCKY	100	44.9	40	49.2	48	4.3
NEW JERSEY	24	42.0	35	45.0	40	3.0
NEW MEXICO	9	29.7	16	37.7	27	8.0
OKLAHOMA	29	39.7	31	39.6	30	-0.1
SOUTH CAROLINA						
SOUTH DAKOTA						
TEXAS	3,663	38.9	29	39.0	30	0.1
TOTAL	4,506	38.5	29	38.7	29	0.2

State	Grade 5 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	33	19.2	7	25.0	11	5.8
COLORADO	19	31.6	19	29.5	16	-2.1
CONNECTICUT	72	46.0	42	45.0	40	-1.0
FLORIDA	453	28.5	15	31.2	18	2.7
IDAHO	49	35.7	24	38.5	29	2.8
KENTUCKY	122	46.1	42	45.9	42	-0.2
NEW JERSEY	27	40.0	31	42.0	35	2.0
NEW MEXICO	11	27.1	13	33.1	20	6.0
OKLAHOMA	24	38.2	28	37.0	26	-1.2
SOUTH CAROLINA						
SOUTH DAKOTA						
TEXAS	3,360	37.5	27	37.8	28	0.3
TOTAL	4,170	36.7	26	37.3	27	0.7

State	Grade 6 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	54	45.0	40	40.8	33	-4.2
COLORADO	16	33.5	21	31.3	18	-2.2
CONNECTICUT	85	38.0	28	42.0	35	4.0
FLORIDA	384	28.3	15	31.6	19	3.3
IDAHO	50	41.7	34	39.9	31	-1.8
KENTUCKY	113	43.7	38	47.7	45	4.0
NEW JERSEY	23	36.0	25	36.0	25	0.0
NEW MEXICO	17	27.1	13	34.1	22	7.0
OKLAHOMA	32	43.0	36	44.2	39	1.2
SOUTH CAROLINA						
SOUTH DAKOTA	2	33.7	21	38.8	29	5.1
TEXAS	3,646	37.8	28	38.3	29	0.5
TOTAL	4,422	37.2	27	38.1	28	0.9

State	Grade 7 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	84	28.7	15	29.0	15	0.3
COLORADO	17	39.6	31	35.2	24	-4.4
CONNECTICUT	36	34.0	22	37.0	26	3.0
FLORIDA	171	30.5	17	32.4	20	1.9
IDAHO	35	36.1	25	39.3	30	3.2
KENTUCKY	106	46.5	43	45.4	41	-1.1
NEW JERSEY	22	37.0	26	42.0	35	5.0
NEW MEXICO	8	27.0	13	37.0	26	10.0
OKLAHOMA	27	44.6	39	40.1	31	-4.5
SOUTH CAROLINA						
SOUTH DAKOTA	2	32.8	20	32.2	19	-0.6
TEXAS	2,986	35.9	25	37.0	26	1.1
TOTAL	3,494	35.8	25	36.9	26	1.1

Table B.1 (continued)

State	Grade 8 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	93	36.3	25	37.7	28	1.4
COLORADO	13	32.8	20	32.3	20	-0.5
CONNECTICUT	61	38.0	28	42.0	35	4.0
FLORIDA	108	31.7	19	35.1	24	3.4
IDAHO	10	32.2	19	39.5	30	7.3
KENTUCKY	91	47.9	46	43.2	37	-4.7
NEW JERSEY	15	44.0	38	40.0	31	-4.0
NEW MEXICO	4	23.0	10	30.0	17	7.0
OKLAHOMA	26	29.7	16	29.4	16	-0.3
SOUTH CAROLINA						
SOUTH DAKOTA						
TEXAS	2,796	37.3	27	38.0	28	0.7
TOTAL	3,217	37.3	27	38.0	28	0.7

State	Grade 9 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	21	6.7	0	15.4	5	8.7
COLORADO	4	30.7	18	35.1	24	4.4
CONNECTICUT	1	32.0	19	30.0	17	-2.0
FLORIDA						
IDAHO						
KENTUCKY	57	52.4	54	43.5	37	-8.9
NEW JERSEY	13	44.0	38	42.0	35	-2.0
NEW MEXICO	4	25.0	11	30.0	17	5.0
OKLAHOMA	13	36.3	25	30.3	17	-6.0
SOUTH CAROLINA	22	35.8	25	34.4	23	-1.4
SOUTH DAKOTA	1	39.0	30	37.7	28	-1.3
TEXAS	1,953	35.7	24	35.9	25	0.2
TOTAL	2,091	35.9	25	35.9	25	-0.1

State	Grade 10 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	18	23.0	10	27.2	14	4.2
COLORADO	9	33.6	21	31.4	18	-2.2
CONNECTICUT	5	30.0	17	30.0	17	0.0
FLORIDA						
IDAHO						
KENTUCKY	57	42.3	35	40.6	32	-1.7
NEW JERSEY	8	52.0	53	51.0	51	-1.0
NEW MEXICO						
OKLAHOMA						
SOUTH CAROLINA	10	44.1	39	41.9	35	-2.2
SOUTH DAKOTA	2	58.6	65	56.0	61	-2.6
TEXAS	1,323	36.7	26	35.5	24	-1.2
TOTAL	1,432	36.8	26	35.7	24	-1.1

State	Grade 11 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	6	20.4	8	15.4	5	-5.0
COLORADO						
CONNECTICUT						
FLORIDA						
IDAHO						
KENTUCKY	22	39.5	30	44.1	39	4.6
NEW JERSEY	8	40.0	31	38.0	28	-2.0
NEW MEXICO						
OKLAHOMA	2	58.0	64	52.0	53	-6.0
SOUTH CAROLINA	9	24.2	11	34.4	23	10.2
SOUTH DAKOTA	1	10.4	0	20.4	8	10.0
TEXAS	883	33.8	22	33.0	20	-0.8
TOTAL	931	33.8	22	33.2	20	-0.6

Table B.1 (continued)

State	Grade 12 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	5	24.2	11	29.1	16	4.9
COLORADO	3	1.0	0	14.0	4	13.0
CONNECTICUT	2	28.0	14	32.0	19	4.0
FLORIDA						
IDAHO						
KENTUCKY	15	45.6	41	44.5	39	-1.1
NEW JERSEY	24	55.0	59	51.0	51	-4.0
NEW MEXICO						
OKLAHOMA	2	41.0	33	38.5	29	-2.5
SOUTH CAROLINA						
SOUTH DAKOTA						
TEXAS	664	36.9	26	36.6	26	-0.3
TOTAL	715	37.4	27	37.1	27	-0.3

Table B.2

Mathematics Achievement Results
For Selected States
Annual Test Cycle
by State and Grade -- 1985-86
Chapter 1 Migrant Education Program

State	Kindergarten Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA						
COLORADO						
CONNECTICUT						
FLORIDA						
IDAHO						
KENTUCKY						
NEW JERSEY						
NEW MEXICO						
OKLAHOMA	9	40.9	33	41.5	34	0.6
SOUTH CAROLINA						
SOUTH DAKOTA						
TEXAS						
TOTAL	9	40.9	33	41.5	34	0.6

State	Grade 1 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	50	19.9	7	41.2	33	21.3
COLORADO	20	34.4	23	35.6	24	1.2
CONNECTICUT						
FLORIDA						
IDAHO						
KENTUCKY						
NEW JERSEY						
NEW MEXICO						
OKLAHOMA	25	45.5	41	52.1	53	6.6
SOUTH CAROLINA	10	42.5	36	50.0	50	7.5
SOUTH DAKOTA	1	28.2	14	46.8	44	18.6
TEXAS						
TOTAL	106	30.9	18	43.6	37	12.7

State	Grade 2 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	84	48.8	47	52.4	54	3.6
COLORADO	24	37.6	27	37.7	28	0.1
CONNECTICUT	8	51.0	51	61.0	70	10.0
FLORIDA	106	38.8	29	46.9	44	8.1
IDAHO	28	49.5	48	40.6	32	-8.9
KENTUCKY	99	61.1	70	64.0	74	2.9
NEW JERSEY	47	42.0	35	41.0	33	-1.0
NEW MEXICO	32	33.6	21	42.1	35	8.5
OKLAHOMA	19	43.1	37	43.2	37	0.1
SOUTH CAROLINA	34	65.6	77	48.4	47	-17.2
SOUTH DAKOTA	3	43.8	38	47.8	45	4.0
TEXAS	1,482	47.3	44	50.3	50	3.0
TOTAL	1,968	47.5	45	50.2	50	2.7

State	Grade 3 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	92	28.3	15	43.8	38	15.5
COLORADO	20	36.6	26	38.2	28	1.6
CONNECTICUT	17	37.0	26	46.0	42	9.0
FLORIDA	71	34.7	23	37.4	27	2.7
IDAHO	24	47.3	44	48.2	46	0.9
KENTUCKY	127	55.8	60	52.6	55	-3.2
NEW JERSEY	31	41.0	33	46.0	42	5.0
NEW MEXICO	36	45.4	41	45.9	42	0.5
OKLAHOMA	42	44.0	38	44.6	39	0.6
SOUTH CAROLINA	6	28.2	15	25.3	12	-2.9
SOUTH DAKOTA	3	55.8	60	37.1	27	-18.7
TEXAS	2,399	46.5	43	48.4	46	1.9
TOTAL	2,868	45.8	41	47.9	45	2.1

Table B.2 (continued)

State	Grade 4 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	103	47.9	46	49.5	49	1.6
COLORADO	27	33.9	22	36.4	25	2.5
CONNECTICUT	17	44.0	38	56.0	61	12.0
FLORIDA	84	36.8	26	42.6	35	5.8
IDAHO	38	41.5	34	38.4	29	-3.1
KENTUCKY	119	47.7	45	50.3	50	2.6
NEW JERSEY	33	36.0	25	46.0	42	10.0
NEW MEXICO	36	36.7	28	43.6	37	6.9
OKLAHOMA	36	41.6	34	40.3	32	-1.3
SOUTH CAROLINA						
SOUTH DAKOTA						
TEXAS	2,199	44.9	40	46.8	43	1.9
TOTAL	2,692	44.5	39	46.6	43	2.1

State	Grade 5 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	119	43.3	37	50.9	51	7.6
COLORADO	19	28.5	15	31.2	18	2.7
CONNECTICUT	33	42.0	35	52.0	53	10.0
FLORIDA	77	37.7	28	39.5	30	1.8
IDAHO	30	41.4	34	39.6	31	-1.8
KENTUCKY	128	51.5	52	60.6	69	9.1
NEW JERSEY	45	38.0	28	44.0	38	6.0
NEW MEXICO	39	41.1	33	51.9	53	10.8
OKLAHOMA	32	41.2	33	44.6	39	3.4
SOUTH CAROLINA						
SOUTH DAKOTA						
TEXAS	2,046	43.8	38	47.0	44	3.2
TOTAL	2,568	43.7	38	47.5	45	3.8

State	Grade 6 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	101	40.3	32	41.9	35	1.6
COLORADO	18	32.7	20	34.0	22	1.3
CONNECTICUT	33	43.0	37	48.0	46	5.0
FLORIDA	68	37.0	26	35.6	24	-1.4
IDAHO	32	40.8	33	34.5	23	-6.3
KENTUCKY	148	58.0	64	54.4	58	-3.6
NEW JERSEY	39	38.0	28	43.0	37	5.0
NEW MEXICO	41	38.6	29	43.1	37	4.5
OKLAHOMA	46	38.3	29	38.1	28	-0.2
SOUTH CAROLINA						
SOUTH DAKOTA	2	55.6	60	61.2	70	5.6
TEXAS	1,990	43.6	37	44.4	39	0.8
TOTAL	2,516	43.7	38	44.3	39	0.6

State	Grade 7 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	82	31.2	18	34.2	22	3.0
COLORADO	17	41.4	34	35.2	24	-6.2
CONNECTICUT	25	41.0	33	48.0	46	7.0
FLORIDA	116	31.5	19	37.7	28	6.2
IDAHO	20	32.8	20	32.3	19	-0.5
KENTUCKY	144	52.9	55	62.6	72	9.7
NEW JERSEY	36	38.0	28	46.0	42	8.0
NEW MEXICO	39	31.0	18	40.8	33	9.8
OKLAHOMA	28	43.5	37	43.3	37	-0.2
SOUTH CAROLINA						
SOUTH DAKOTA	2	59.0	66	40.0	31	-19.0
TEXAS	1,452	44.5	39	45.8	42	1.3
TOTAL	1,961	43.2	37	45.8	41	2.6

Table B.2 (continued)

State	Grade 8 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	67	33.1	21	35.2	24	2.1
COLORADO	12	36.1	25	33.9	22	-2.2
CONNECTICUT	22	35.0	23	37.0	26	2.0
FLORIDA	39	39.9	31	44.7	40	4.8
IDAHO	7	35.7	24	38.6	29	2.9
KENTUCKY	115	52.1	54	59.5	67	7.4
NEW JERSEY	21	38.0	28	35.0	23	-3.0
NEW MEXICO	38	32.8	20	39.5	30	6.7
OKLAHOMA	21	36.7	26	35.7	24	-1.0
SOUTH CAROLINA						
SOUTH DAKOTA						
TEXAS	1,346	43.7	38	44.1	38	0.4
TOTAL	1,688	43.1	37	44.3	39	1.1

State	Grade 9 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	32	36.4	25	37.1	27	0.7
COLORADO	4	30.7	18	34.4	23	3.7
CONNECTICUT	17	42.0	35	39.0	30	-3.0
FLORIDA						
IDAHO						
KENTUCKY	73	52.2	54	47.0	44	-5.2
NEW JERSEY	15	30.0	17	36.0	25	6.0
NEW MEXICO	23	36.9	26	35.6	24	-1.3
OKLAHOMA	8	45.8	41	44.2	39	-1.6
SOUTH CAROLINA	22	48.9	48	47.9	46	-1.0
SOUTH DAKOTA	1	46.8	44	54.2	58	7.4
TEXAS	760	41.2	33	42.2	35	1.0
TOTAL	955	41.8	34	42.2	35	0.4

State	Grade 10 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	30	41.2	33	40.4	32	-0.8
COLORADO	9	37.9	28	42.0	35	4.1
CONNECTICUT	8	42.0	35	36.0	25	-6.0
FLORIDA						
IDAHO						
KENTUCKY	54	40.2	32	43.2	37	3.0
NEW JERSEY	8	46.0	42	48.0	46	2.0
NEW MEXICO	18	36.8	26	39.2	30	2.4
OKLAHOMA	3	9.6	2	12.6	3	3.0
SOUTH CAROLINA	10	47.9	46	48.4	47	0.5
SOUTH DAKOTA	2	44.0	38	45.4	41	1.4
TEXAS	516	42.1	35	41.7	34	-0.4
TOTAL	658	41.7	34	41.7	34	0.0

State	Grade 11 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA						
COLORADO						
CONNECTICUT	6	22.0	9	27.0	13	5.0
FLORIDA						
IDAHO						
KENTUCKY	35	50.8	51	49.6	49	-1.2
NEW JERSEY	8	35.0	23	45.0	40	10.0
NEW MEXICO	11	39.6	31	54.1	57	14.5
OKLAHOMA	1	48.0	46	47.0	44	-1.0
SOUTH CAROLINA	9	39.6	31	47.9	46	8.3
SOUTH DAKOTA	1	28.2	15	18.9	7	-9.3
TEXAS	308	40.2	32	41.5	34	1.3
TOTAL	379	40.7	33	42.6	36	1.8

Table B.2 (continued)

State	Grade 12 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA						
COLORADO	3	24.0	10	43.0	37	19.0
CONNECTICUT	7	29.0	15	28.0	14	-1.0
FLORIDA						
IDAHO						
KENTUCKY	21	58.5	65	55.1	59	-3.4
NEW JERSEY	25	43.0	37	44.0	38	1.0
NEW MEXICO	3	60.5	69	61.7	71	1.2
OKLAHOMA	2	46.5	43	39.5	30	-7.0
SOUTH CAROLINA						
SOUTH DAKOTA						
TEXAS	227	41.1	33	41.4	34	0.3
TOTAL	288	42.3	35	42.5	35	0.2

Table B.3

Reading Achievement Results For Selected States Fall-Spring Test Cycle by State and Grade -- 1985-86 Chapter 1 Migrant Education Program

State	Kindergarten Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA						
ARKANSAS						
COLORADO	10	10.9	3	25.3	12	14.4
CONNECTICUT						
IDAHO						
KENTUCKY						
NEVADA						
NEW JERSEY						
NEW MEXICO						
OKLAHOMA	12	20.2	7	6.9	2	-13.3
TENNESSEE	1	29.1	16	54.8	59	25.7
WASHINGTON						
TOTAL	23	16.5	5	17.0	5	0.4

State	Grade 1 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	19	44.1	39	48.9	48	4.8
ARKANSAS						
COLORADO	20	43.3	37	44.9	40	1.6
CONNECTICUT	22	32.0	19	37.0	26	5.0
IDAHO						
KENTUCKY						
NEVADA						
NEW JERSEY						
NEW MEXICO						
OKLAHOMA	65	36.0	25	41.0	33	5.0
TENNESSEE	3	17.5	6	34.8	23	17.3
WASHINGTON						
TOTAL	129	37.2	27	41.9	35	4.7

State	Grade 2 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	16	45.2	40	41.3	34	-3.9
ARKANSAS	248	30.0	17	46.0	42	16.0
COLORADO	28	41.0	33	46.2	42	5.2
CONNECTICUT	24	19.0	7	32.0	19	13.0
IDAHO	47	40.1	32	43.6	38	3.5
KENTUCKY	48	40.4	32	44.3	39	3.9
NEVADA	41	37.7	28	41.9	35	4.2
NEW JERSEY	18	23.0	10	41.0	34	18.0
NEW MEXICO	7	28.3	15	37.3	27	9.0
OKLAHOMA	43	40.4	32	47.4	44	7.0
TENNESSEE	7	54.4	58	64.0	74	9.6
WASHINGTON	36	25.8	12	39.1	30	13.3
TOTAL	563	33.4	21	44.3	39	10.9

State	Grade 3 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	26	20.4	8	37.1	27	16.7
ARKANSAS	249	23.0	10	34.0	22	11.0
COLORADO	21	36.0	25	41.1	33	5.1
CONNECTICUT	34	33.0	21	45.0	40	12.0
IDAHO	33	31.8	19	46.3	43	14.5
KENTUCKY	70	41.6	34	42.4	35	0.8
NEVADA	14	23.2	10	25.6	12	2.4
NEW JERSEY	19	34.0	23	46.0	43	12.0
NEW MEXICO	1	31.0	18	37.0	26	6.0
OKLAHOMA	47	41.1	33	45.5	41	4.4
TENNESSEE	8	37.0	26	55.3	60	18.3
WASHINGTON	30	15.7	5	29.1	16	13.4
TOTAL	552	28.6	15	38.1	28	9.5

Table B.3 (continued)

State	Grade 4 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	38	38.2	28	48.6	47	10.4
ARKANSAS	219	32.0	19	41.0	33	9.0
COLORADO	24	37.0	26	36.3	25	-0.7
CONNECTICUT	19	38.0	28	46.0	42	8.0
IDAHO	33	32.7	20	39.0	30	6.3
KENTUCKY	64	36.7	26	43.1	37	6.4
NEVADA	10	29.3	16	35.1	24	5.8
NEW JERSEY	16	42.0	36	43.0	37	1.0
NEW MEXICO						
OKLAHOMA	45	29.1	16	33.8	22	4.7
TENNESSEE	3	31.2	18	49.1	48	17.9
WASHINGTON	31	36.5	26	36.0	25	-0.5
TOTAL	502	33.9	22	40.7	33	6.9

State	Grade 5 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	21	34.4	23	47.9	46	13.5
ARKANSAS	167	28.0	14	36.0	25	8.0
COLORADO	15	34.0	22	41.3	34	7.3
CONNECTICUT	23	32.0	19	40.0	31	8.0
IDAHO	40	28.6	15	33.5	21	4.9
KENTUCKY	73	45.7	41	49.9	49	4.2
NEVADA	13	28.2	15	29.1	15	0.9
NEW JERSEY	18	22.0	10	38.0	29	16.0
NEW MEXICO						
OKLAHOMA	54	32.3	20	38.0	28	5.7
TENNESSEE	5	39.5	30	38.6	29	-0.9
WASHINGTON	26	31.4	18	34.9	23	3.5
TOTAL	455	32.2	19	39.0	30	6.8

State	Grade 6 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	28	34.4	23	44.7	40	10.3
ARKANSAS	164	33.0	21	41.0	33	8.0
COLORADO	18	39.5	30	36.9	26	-2.6
CONNECTICUT	26	24.0	10	37.0	26	13.0
IDAHO	29	28.8	15	36.2	25	7.4
KENTUCKY	73	38.4	29	45.5	41	7.1
NEVADA	14	31.5	18	36.1	25	4.6
NEW JERSEY	13	31.0	19	36.0	26	5.0
NEW MEXICO						
OKLAHOMA	58	37.9	28	39.1	30	1.2
TENNESSEE	7	44.3	39	55.9	61	11.6
WASHINGTON	11	22.2	9	27.4	14	5.2
TOTAL	441	33.9	22	40.6	32	6.7

State	Grade 7 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	3	24.2	11	42.5	36	18.3
ARKANSAS	68	26.0	12	34.0	22	8.0
COLORADO	20	29.5	16	32.2	19	2.7
CONNECTICUT	25	22.0	9	25.0	11	3.0
IDAHO	12	21.6	8	31.8	19	10.2
KENTUCKY	69	42.7	36	45.1	40	2.4
NEVADA	14	23.5	10	28.5	15	5.0
NEW JERSEY	19	23.0	10	35.0	24	12.0
NEW MEXICO	4	17.5	6	23.3	10	5.8
OKLAHOMA	26	31.1	18	36.9	26	5.8
TENNESSEE	8	41.0	33	43.7	38	2.7
WASHINGTON	4	31.3	18	43.5	37	12.2
TOTAL	272	30.5	17	36.2	25	5.7

Table B.3 (continued)

State	Grade 8 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	1	39.0	30	37.1	27	-1.9
ARKANSAS	48	36.0	25	37.0	26	1.0
COLORADO	5	26.1	12	33.3	21	7.2
CONNECTICUT	20	36.0	25	39.0	30	3.0
IDAHO	18	21.6	8	28.5	15	6.9
KENTUCKY	83	44.1	39	48.0	46	3.9
NEVADA	24	30.5	17	36.5	26	6.0
NEW JERSEY	6	10.0	3	24.0	11	14.0
NEW MEXICO						
OKLAHOMA	9	20.8	8	27.1	13	6.2
TENNESSEE	4	53.7	57	54.8	59	1.1
WASHINGTON	2	27.0	13	32.0	19	5.0
TOTAL	220	36.0	25	40.0	31	4.0

State	Grade 9 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	1	89.6	97	71.8	85	-17.8
ARKANSAS	14	30.0	17	34.0	22	4.0
COLORADO	10	23.9	10	25.8	12	1.9
CONNECTICUT	14	5.0	1	17.0	5	12.0
IDAHO	7	28.1	14	44.3	39	16.2
KENTUCKY	40	38.7	29	41.7	34	3.0
NEVADA	3	34.7	23	39.8	31	5.1
NEW JERSEY	4	35.0	24	33.0	21	-2.0
NEW MEXICO						
OKLAHOMA	5	43.4	37	52.0	53	8.6
TENNESSEE	9	32.5	20	33.4	21	0.9
WASHINGTON						
TOTAL	107	31.0	18	35.8	25	4.8

State	Grade 10 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	1	37.1	27	50.0	50	12.9
ARKANSAS						
COLORADO	3	34.7	23	38.7	29	4.0
CONNECTICUT	13	37.0	26	46.0	42	9.0
IDAHO	8	18.9	6	21.9	9	3.0
KENTUCKY	31	36.0	25	40.8	33	4.8
NEVADA	2	33.5	21	16.5	5	-17.0
NEW JERSEY	14	28.0	15	31.0	19	3.0
NEW MEXICO						
OKLAHOMA	3	31.1	18	39.0	30	7.9
TENNESSEE	2	48.8	47	43.8	38	-5.0
WASHINGTON	3	32.0	19	30.0	17	-2.0
TOTAL	80	32.9	20	37.1	26	4.1

State	Grade 11 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	2	1.0	1	50.5	51	49.5
ARKANSAS						
COLORADO	3	32.6	20	37.7	28	5.1
CONNECTICUT	5	45.0	40	54.0	57	9.0
IDAHO	5	25.6	12	29.7	16	4.1
KENTUCKY	18	34.1	22	38.9	29	4.8
NEVADA						
NEW JERSEY	7	5.0	2	30.0	18	25.0
NEW MEXICO						
OKLAHOMA	10	32.1	19	27.0	13	-5.1
TENNESSEE	2	26.5	13	16.5	5	-10.0
WASHINGTON						
TOTAL	52	28.4	15	35.5	24	7.1

Table B.3 (continued)

State	Grade 12 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	1	13.1	4	15.4	5	2.3
ARKANSAS						
COLORADO	3	21.0	8	33.2	21	12.2
CONNECTICUT	4	8.0	2	6.0	1	-2.0
IDAHO	2	22.6	9	70.9	83	48.3
KENTUCKY	4	30.5	17	36.5	26	6.0
NEVADA						
NEW JERSEY	1	7.0	3	19.0	8	12.0
NEW MEXICO						
OKLAHOMA	3	41.5	34	44.1	39	2.7
TENNESSEE	3	24.3	11	8.3	2	-16.0
WASHINGTON						
TOTAL	21	22.8	9	28.7	15	5.9

Table B.4

Mathematics Achievement Results
For Selected States
Fall-Spring Test Cycle
by State and Grade -- 1985-86
Chapter 1 Migrant Education Program

State	Kindergarten Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	35	25.4	12	69.1	81	43.7
ARKANSAS						
COLORADO	8	15.0	4	16.0	5	1.0
CONNECTICUT						
IDAHO						
KENTUCKY						
NEVADA						
NEW JERSEY						
NEW MEXICO						
OKLAHOMA	5	38.6	29	57.0	63	18.4
TENNESSEE	1	26.3	13	43.6	38	17.3
WASHINGTON	5	2.8	1	5.2	1	2.4
TOTAL	54	23.0	10	53.7	57	30.7

State	Grade 1 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	25	35.1	24	49.1	48	14.0
ARKANSAS						
COLORADO	5	29.8	16	39.0	30	9.2
CONNECTICUT	10	38.0	28	54.0	57	16.0
IDAHO						
KENTUCKY						
NEVADA						
NEW JERSEY						
NEW MEXICO						
OKLAHOMA	40	39.2	30	51.5	52	12.3
TENNESSEE	3	36.3	25	37.3	27	1.0
WASHINGTON	12	12.3	3	17.8	6	5.5
TOTAL	95	34.0	22	45.8	41	11.8

State	Grade 2 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	24	35.6	24	51.5	52	15.9
ARKANSAS	172	47.0	44	68.0	80	21.0
COLORADO	15	40.5	32	46.5	43	6.0
CONNECTICUT	15	41.0	33	46.0	42	5.0
IDAHO	19	40.4	32	50.1	50	9.7
KENTUCKY	56	50.7	51	59.6	67	8.9
NEVADA	35	37.1	26	35.3	24	-1.8
NEW JERSEY	20	32.0	20	58.0	65	26.0
NEW MEXICO	19	38.5	29	45.1	40	6.6
OKLAHOMA	51	34.4	23	44.2	39	9.8
TENNESSEE	8	50.9	51	59.7	67	8.8
WASHINGTON	23	22.5	9	56.3	61	33.8
TOTAL	457	41.8	34	56.6	62	14.8

State	Grade 3 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	29	23.2	10	49.5	49	26.3
ARKANSAS	177	42.0	35	53.0	55	11.0
COLORADO	9	35.9	25	31.5	19	-4.4
CONNECTICUT	17	42.0	35	53.0	55	11.0
IDAHO	11	32.9	20	45.2	41	12.3
KENTUCKY	88	52.5	54	49.7	49	-2.8
NEVADA	8	34.3	22	44.8	40	10.5
NEW JERSEY	19	34.0	23	51.0	52	17.0
NEW MEXICO	12	38.8	29	37.7	28	-1.1
OKLAHOMA	58	31.2	18	42.2	35	11.0
TENNESSEE	8	50.6	51	57.8	64	7.2
WASHINGTON	20	9.4	2	49.6	49	40.2
TOTAL	456	39.3	30	49.5	48	10.2

Table B.4 (continued)

State	Grade 4 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	31	37.4	27	85.8	95	48.4
ARKANSAS	151	42.0	35	50.0	50	8.0
COLORADO	9	35.6	24	34.7	23	-0.9
CONNECTICUT	6	41.0	33	48.0	46	7.0
IDAHO	16	26.7	13	41.0	33	14.3
KENTUCKY	75	35.8	25	46.4	43	10.6
NEVADA	9	36.0	25	41.0	33	5.0
NEW JERSEY	13	41.0	34	52.0	54	11.0
NEW MEXICO	14	35.2	24	37.7	28	2.5
OKLAHOMA	39	31.2	18	38.3	29	7.1
TENNESSEE	3	33.4	21	43.9	38	10.5
WASHINGTON	20	26.8	13	35.2	24	8.4
TOTAL	386	37.3	27	48.8	47	11.6

State	Grade 5 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	25	6.0	1	51.7	53	45.7
ARKANSAS	104	41.0	33	50.0	50	9.0
COLORADO	3	45.3	41	44.0	38	-1.3
CONNECTICUT	10	38.0	28	41.0	33	3.0
IDAHO	19	33.2	21	38.1	28	4.9
KENTUCKY	91	40.2	32	50.4	50	10.2
NEVADA	9	37.2	27	42.1	35	4.9
NEW JERSEY	15	23.0	10	40.0	32	17.0
NEW MEXICO	17	31.1	18	30.9	18	-0.2
OKLAHOMA	40	34.4	23	41.5	34	7.1
TENNESSEE	5	41.2	33	50.2	50	9.0
WASHINGTON	19	27.0	13	30.0	17	3.0
TOTAL	357	35.1	23	45.7	41	10.7

State	Grade 6 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	36	28.6	15	31.2	18	2.6
ARKANSAS	131	35.0	23	45.0	40	10.0
COLORADO	7	30.8	18	21.7	8	-9.1
CONNECTICUT	7	35.0	23	37.0	26	2.0
IDAHO	22	29.9	17	37.4	27	7.5
KENTUCKY	82	36.8	26	45.1	40	8.3
NEVADA	14	38.4	29	43.3	37	4.9
NEW JERSEY	10	31.0	19	46.0	43	15.0
NEW MEXICO	18	23.6	10	35.7	24	12.1
OKLAHOMA	44	38.6	29	45.6	41	7.0
TENNESSEE	7	40.6	32	46.6	43	6.0
WASHINGTON	6	31.0	18	38.0	28	7.0
TOTAL	384	34.4	22	42.2	35	7.9

State	Grade 7 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	16	25.6	12	45.4	41	19.8
ARKANSAS	57	41.0	33	47.0	44	6.0
COLORADO	12	33.9	22	37.1	27	3.2
CONNECTICUT	7	25.0	11	38.0	28	13.0
IDAHO	6	43.0	37	56.6	62	13.6
KENTUCKY	72	41.6	34	49.0	48	7.4
NEVADA	12	26.9	13	31.3	18	4.4
NEW JERSEY	15	25.0	12	48.0	47	23.0
NEW MEXICO	9	31.0	18	44.9	40	13.9
OKLAHOMA	18	35.2	24	44.0	38	8.8
TENNESSEE	8	44.2	39	46.4	43	2.2
WASHINGTON	9	45.4	41	39.6	31	-5.8
TOTAL	241	37.2	27	45.7	41	8.5

Table B.4 (continued)

State	Grade 8 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	11	35.2	24	40.0	31	4.8
ARKANSAS	33	38.0	28	45.0	40	7.0
COLORADO						
CONNECTICUT	8	45.0	40	55.0	59	10.0
IDAHO	9	40.3	32	50.7	51	10.4
KENTUCKY	78	40.6	32	47.4	45	6.8
NEVADA	22	34.1	22	37.4	27	3.3
NEW JERSEY	9	19.0	8	41.0	34	22.0
NEW MEXICO	7	40.9	33	43.0	37	2.1
OKLAHOMA	9	9.5	2	26.3	13	16.8
TENNESSEE	4	42.7	36	54.7	58	12.0
WASHINGTON	6	40.0	31	33.0	21	-7.0
TOTAL	196	36.9	26	44.2	39	7.3

State	Grade 9 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	3	26.6	13	48.5	47	21.9
ARKANSAS	8	38.0	28	41.0	33	3.0
COLORADO	8	20.9	8	19.1	7	-1.8
CONNECTICUT	4	15.0	4	25.0	11	10.0
IDAHO	2	38.0	28	40.0	31	2.0
KENTUCKY	40	37.4	27	42.8	36	5.4
NEVADA	3	50.6	51	64.9	76	14.3
NEW JERSEY	1	47.0	45	41.0	34	-6.0
NEW MEXICO						
OKLAHOMA						
TENNESSEE	9	32.4	20	33.4	21	1.0
WASHINGTON	3	38.0	28	37.0	26	-1.0
TOTAL	81	34.4	23	39.1	30	4.7

State	Grade 10 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	3	41.2	33	45.7	41	4.5
ARKANSAS						
COLORADO						
CONNECTICUT						
IDAHO	6	14.5	4	19.3	7	4.8
KENTUCKY	32	32.9	20	35.3	24	2.4
NEVADA	1	46.0	42	54.0	57	8.0
NEW JERSEY	8	31.0	19	45.0	41	14.0
NEW MEXICO	4	18.5	6	34.8	23	16.3
OKLAHOMA	1	55.0	59	49.0	48	-6.0
TENNESSEE	2	29.8	16	33.4	21	3.6
WASHINGTON						
TOTAL	57	30.6	17	36.0	25	5.4

State	Grade 11 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	2	29.9	17	69.3	82	39.4
ARKANSAS						
COLORADO						
CONNECTICUT						
IDAHO	6	19.2	7	24.2	11	5.0
KENTUCKY	20	35.9	25	43.9	38	8.0
NEVADA						
NEW JERSEY	7	10.0	3	38.0	29	28.0
NEW MEXICO	8	14.5	4	31.9	19	17.4
OKLAHOMA	3	36.0	25	35.7	24	-0.3
TENNESSEE	2	9.9	2	8.6	2	-1.3
WASHINGTON						
TOTAL	48	25.1	11	37.7	27	12.5

Table B.4 (continued)

State	Grade 12 Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	1	17.3	6	24.2	11	6.9
ARKANSAS						
COLORADO						
CONNECTICUT	3	13.0	3	17.0	5	4.0
IDAHO						
KENTUCKY	6	31.8	19	35.8	25	4.0
NEVADA						
NEW JERSEY						
NEW MEXICO	3	40.4	32	62.7	72	22.3
OKLAHOMA						
TENNESSEE	3	10.2	2	12.3	3	2.1
WASHINGTON						
TOTAL	16	23.9	10	31.4	18	7.5

APPENDIX C -- ACHIEVEMENT INFORMATION FOR STATES REPORTING PRE/POST NORM REFERENCED NORMAL CURVE EQUIVALENT RESULTS, BY GRADE SPAN AND STATE

This appendix presents tabular displays of achievement information by grade span for those states that provided data for the regular term using a norm referenced pre/post model and normal curve equivalent results. For each grade span, the number tested, the pretest NCE score, the pretest percentile, the posttest NCE score, the posttest percentile, and the gain NCE are presented.

The tables are provided in the following order:

- Table C.1 -- participants tested on an annual test cycle in reading;
- Table C.2 -- participants tested on an annual test cycle in mathematics;
- Table C.3 -- participants tested on a fall-spring test cycle in reading; and
- Table C.4 -- participants tested on a fall-spring test cycle in mathematics.

Table C.1

Reading Achievement Results
For Selected States
Annual Test Cycle
by State and Grade Span -- 1985-86
Chapter 1 Migrant Education Program

Grades 2-3

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	96	33.1	21	39.9	31	6.8
CALIFORNIA	3,061	34.2	22	34.2	22	0.0
COLORADO	47	36.2	25	36.2	25	0.0
CONNECTICUT	137	48.0	46	49.8	49	1.8
FLORIDA	508	34.8	23	37.2	27	2.4
IDAHO	76	37.8	28	35.1	23	-2.7
KENTUCKY	190	49.4	48	52.1	54	2.7
NEW JERSEY	54	37.7	28	44.2	39	6.5
NEW MEXICO	16	24.5	11	28.2	14	3.7
OKLAHOMA	51	51.1	51	43.2	37	-7.9
SOUTH CAROLINA	40	53.7	57	42.0	35	-11.7
SOUTH DAKOTA	6	51.6	53	43.4	37	-8.2
TEXAS	6,559	42.4	35	40.8	33	-1.6
TOTAL	10,841	39.8	31	39.0	30	-0.8

Grades 4-6

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	117	32.2	19	33.5	21	1.3
CALIFORNIA	5,149	33.8	22	35.0	23	1.2
COLORADO	63	34.6	23	33.3	21	-1.3
CONNECTICUT	246	41.8	34	44.7	40	2.9
FLORIDA	1,304	29.9	17	31.7	19	1.8
IDAHO	164	42.5	35	40.1	32	-2.4
KENTUCKY	335	44.9	40	47.5	45	2.6
NEW JERSEY	74	39.4	30	41.1	33	1.7
NEW MEXICO	37	27.7	14	34.6	23	6.9
OKLAHOMA	85	40.5	32	40.6	32	0.1
SOUTH CAROLINA	0	0.0	0	0.0	0	0.0
SOUTH DAKOTA	[illegible]	33.7	21	38.8	29	5.1
TEXAS	10,669	38.1	28	38.4	29	0.3
TOTAL	18,247	36.4	25	37.2	27	0.8

Grades 7-8

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	177	32.7	20	33.6	21	0.9
CALIFORNIA	1,955	33.4	21	33.7	22	0.3
COLORADO	30	36.7	26	33.9	22	-2.8
CONNECTICUT	97	36.5	26	40.1	32	3.6
FLORIDA	279	31.0	18	33.4	21	2.4
IDAHO	45	35.2	24	39.3	30	4.1
KENTUCKY	197	47.1	44	44.4	39	-2.7
NEW JERSEY	37	39.8	31	41.2	33	1.4
NEW MEXICO	12	25.7	12	34.7	23	9.0
OKLAHOMA	53	37.3	27	34.8	23	-2.5
SOUTH CAROLINA	0	0.0	0	0.0	0	0.0
SOUTH DAKOTA	[illegible]	32.8	20	32.2	19	-0.6
TEXAS	5,782	36.5	26	37.5	27	1.0
TOTAL	8,666	36.2	25	36.6	26	0.4

Grades 9-12

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	50	16.0	5	21.0	9	5.0
CALIFORNIA	1,04[illegible]	29.3	16	27.9	14	-1.4
COLORADO	16	26.8	13	29.1	15	2.3
CONNECTICUT	10	30.2	17	30.4	17	0.2
FLORIDA	0	0.0	0	0.0	0	0.0
IDAHO	0	0.0	0	0.0	0	0.0
KENTUCKY	151	46.0	42	42.6	36	-3.4
NEW JERSEY	53	49.6	49	46.8	44	-2.8
NEW MEXICO	[illegible]	25.0	11	30.0	17	5.0
OKLAHOMA	17	39.4	30	33.8	22	-5.6
SOUTH CAROLINA	41	35.3	24	36.2	25	0.9
SOUTH DAKOTA	4	41.7	34	42.5	36	0.8
TEXAS	4,823	35.8	24	35.4	24	-0.4
TOTAL	6,212	34.9	23	34.2	22	-0.7

Table C.2

Mathematics Achievement Results
For Selected States
Annual Test Cycle
by State and Grade Span -- 1985-86
Chapter 1 Migrant Education Program

Grades 2-3

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	176	38.1	28	47.9	46	9.8
CALIFORNIA	2,908	46.0	42	44.4	39	-1.6
COLORADO	44	37.1	27	37.9	28	0.8
CONNECTICUT	25	41.5	34	50.8	51	9.3
FLORIDA	177	37.2	27	43.1	37	5.9
IDAHO	52	48.5	47	44.1	39	-4.4
KENTUCKY	226	58.1	65	57.6	62	-0.5
NEW JERSEY	78	41.6	34	43.0	36	1.4
NEW MEXICO	68	39.9	31	44.1	38	4.2
OKLAHOMA	61	43.7	38	44.2	39	0.5
SOUTH CAROLINA	40	60.0	68	44.9	40	-15.1
SOUTH DAKOTA	6	49.8	49	42.5	35	-7.3
TEXAS	3,861	46.8	44	49.1	48	2.3
TOTAL	7,742	46.3	42	47.2	44	0.9

Grades 4-6

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	323	43.8	38	47.6	45	3.8
CALIFORNIA	4,855	43.4	37	44.4	39	1.0
COLORADO	62	31.9	19	34.2	22	2.3
CONNECTICUT	83	42.8	36	51.2	52	8.4
FLORIDA	229	37.1	26	39.4	30	2.3
IDAHO	100	41.2	33	37.5	27	-3.7
KENTUCKY	395	52.8	55	55.2	59	2.4
NEW JERSEY	117	37.4	27	44.2	39	6.8
NEW MEXICO	136	38.9	29	46.2	42	7.3
OKLAHOMA	114	40.2	32	40.6	32	0.4
SOUTH CAROLINA	0	0.0	0	0.0	0	0.0
SOUTH DAKOTA	2	55.6	60	61.2	70	5.6
TEXAS	6,235	44.1	39	46.1	42	2.0
TOTAL	12,631	43.7	38	45.5	41	1.8

Grades 7-8

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	149	32.1	19	34.6	23	2.5
CALIFORNIA	1,820	43.9	38	44.3	39	0.4
COLORADO	29	39.2	30	34.7	23	-4.5
CONNECTICUT	47	38.2	28	42.9	36	4.7
FLORIDA	155	33.6	21	39.5	30	5.9
IDAHO	27	33.5	21	33.9	22	0.4
KENTUCKY	259	52.5	54	61.2	70	8.7
NEW JERSEY	57	38.0	28	41.9	35	3.9
NEW MEXICO	77	31.9	19	40.2	32	8.3
OKLAHOMA	49	40.6	32	40.0	31	-0.6
SOUTH CAROLINA	0	0.0	0	0.0	0	0.0
SOUTH DAKOTA	2	59.0	66	40.0	31	-19.0
TEXAS	2,798	44.1	39	45.0	40	0.9
TOTAL	5,469	43.4	37	44.8	40	1.4

Grades 9-12

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	62	38.7	29	38.7	29	0.0
CALIFORNIA	954	40.3	32	38.5	29	-1.8
COLORADO	16	33.5	21	40.3	32	6.8
CONNECTICUT	38	36.4	25	34.4	23	-2.0
FLORIDA	0	0.0	0	0.0	0	0.0
IDAHO	0	0.0	0	0.0	0	0.0
KENTUCKY	183	49.1	48	47.3	44	-1.8
NEW JERSEY	56	38.8	29	42.6	36	3.8
NEW MEXICO	55	38.7	29	41.9	35	3.2
OKLAHOMA	14	38.3	28	37.0	26	-1.3
SOUTH CAROLINA	41	46.6	43	48.0	46	1.4
SOUTH DAKOTA	4	40.8	33	41.0	33	0.2
TEXAS	1,811	41.3	33	41.8	34	0.5
TOTAL	3,234	41.3	33	41.1	33	-0.2

Table C.3

Reading Achievement Results
For Selected States
Fall-Spring Test Cycle
by State and Grade Span -- 1985-86
Chapter 1 Migrant Education Program

Grades 2-3

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	42	29.8	16	38.7	29	8.9
ARKANSAS	497	26.5	13	40.0	31	13.5
CALIFORNIA	1,850	30.0	17	39.3	30	9.3
COLORADO	49	38.9	29	44.0	38	5.1
CONNECTICUT	58	27.2	14	39.6	31	12.4
IDAHO	80	36.7	26	44.7	40	8.0
KENTUCKY	119	41.1	33	43.2	37	2.1
NEVADA	55	34.0	22	37.8	28	3.8
NEW JERSEY	27	28.6	15	43.6	37	15.0
NEW MEXICO	8	28.6	15	37.3	27	8.7
OKLAHOMA	50	40.7	33	46.4	43	5.7
TENNESSEE	15	45.1	40	59.4	67	14.3
WASHINGTON	66	21.2	8	34.6	23	13.4
TOTAL	2,985	30.4	17	40.0	31	9.6

Grades 4-6

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	87	38.1	25	47.2	44	11.1
ARKANSAS	550	31.1	18	39.5	30	8.4
CALIFORNIA	2,273	27.7	14	37.7	28	10.0
COLORADO	57	37.0	26	37.8	28	0.8
CONNECTICUT	68	30.6	17	40.5	32	9.9
IDAHO	102	30.0	17	36.0	25	6.0
KENTUCKY	210	40.4	32	46.3	42	5.9
NEVADA	37	29.7	16	33.3	21	3.6
NEW JERSEY	47	31.3	18	39.1	30	7.8
NEW MEXICO	0	0.0	0	0.0	0	0.0
OKLAHOMA	157	33.4	21	37.2	27	3.8
TENNESSEE	15	40.1	31	48.8	47	8.7
WASHINGTON	[illegible]	32.2	19	34.2	22	2.0
TOTAL	3,671	29.8	16	38.6	29	8.8

Grades 7-9

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	4	27.9	14	41.2	33	13.3
ARKANSAS	116	30.1	17	35.2	24	5.1
CALIFORNIA	584	32.6	20	38.2	28	5.6
COLORADO	25	28.8	15	32.4	20	3.6
CONNECTICUT	45	28.2	15	31.2	18	3.0
IDAHO	30	21.6	8	29.8	16	8.2
KENTUCKY	152	43.5	37	46.7	43	3.2
NEVADA	29	27.9	14	33.6	21	5.7
NEW JERSEY	25	19.9	7	32.4	20	12.5
NEW MEXICO	4	17.5	6	23.3	10	5.8
OKLAHOMA	35	28.5	15	34.4	22	5.9
TENNESSEE	12	45.2	41	47.4	45	2.2
WASHINGTON	5	29.9	16	39.7	31	9.8
TOTAL	1,075	32.7	20	38.1	28	5.4

Grades 9-12

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	5	28.4	15	47.6	45	19.2
ARKANSAS	14	30.0	17	34.0	22	4.0
CALIFORNIA	1,037	24.9	11	29.5	16	4.6
COLORADO	19	26.5	13	30.9	18	4.4
CONNECTICUT	35	22.4	9	31.4	18	9.0
IDAHO	22	23.7	10	35.2	24	11.5
KENTUCKY	93	36.6	26	40.6	32	4.0
NEVADA	5	34.2	22	30.5	17	-3.7
NEW JERSEY	25	22.1	9	30.6	17	8.5
NEW MEXICO	0	0.0	0	0.0	0	0.0
OKLAHOMA	21	36.0	25	37.1	26	1.1
TENNESSEE	16	32.3	19	27.9	14	-4.4
WASHINGTON	3	32.0	19	30.0	17	-2.0
TOTAL	1,297	26.0	12	30.7	18	4.7

Table C.4

Mathematics Achievement Results
For Selected States
Fall-Spring Test Cycle
by State and Grade Span -- 1985-86
Chapter 1 Migrant Education Program

Grades 2-3

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	53	28.8	15	50.4	50	21.6
ARKANSAS	349	44.5	39	60.4	68	15.9
CALIFORNIA	1,847	36.0	25	49.5	49	13.5
COLORADO	24	38.8	29	40.9	33	2.1
CONNECTICUT	32	41.5	34	49.7	49	8.2
IDAHO	30	37.7	27	48.3	46	10.6
KENTUCKY	144	51.8	53	53.6	56	1.8
NEVADA	43	36.0	25	40.8	33	4.8
NEW JERSEY	39	32.7	20	54.2	58	21.5
NEW MEXICO	31	38.6	29	42.2	35	3.6
OKLAHOMA	109	32.7	20	43.1	37	10.4
TENNESSEE	16	50.8	51	58.8	66	8.0
WASHINGTON	43	16.4	5	53.2	55	36.8
TOTAL	2,760	37.5	27	50.7	51	13.2

Grades 4-6

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	92	25.4	12	55.2	59	29.8
ARKANSAS	386	39.4	30	48.3	46	8.9
CALIFORNIA	2,215	34.5	23	48.9	48	14.4
COLORADO	19	35.4	24	31.4	18	-4.0
CONNECTICUT	23	37.9	28	41.6	34	3.7
IDAHO	57	30.1	17	38.6	29	8.5
KENTUCKY	248	37.7	28	47.4	45	9.7
NEVADA	32	37.4	27	42.3	35	4.9
NEW JERSEY	38	31.3	18	45.7	41	14.4
NEW MEXICO	49	29.5	16	34.6	23	5.1
OKLAHOMA	123	34.9	23	42.0	35	7.1
TENNESSEE	15	39.4	30	47.3	44	7.9
WASHINGTON	45	27.4	14	33.4	21	6.0
TOTAL	3,342	34.9	23	47.8	45	12.9

Grades 7-9

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	27	29.5	16	43.2	37	13.7
ARKANSAS	90	39.9	31	46.3	42	6.4
CALIFORNIA	577	40.1	32	45.8	42	5.7
COLORADO	12	33.9	22	37.1	27	3.2
CONNECTICUT	13	35.7	24	47.1	44	11.4
IDAHO	15	41.4	34	53.1	55	11.7
KENTUCKY	150	41.1	33	48.2	46	7.1
NEVADA	34	31.6	19	35.2	24	3.6
NEW JERSEY	24	22.8	9	45.4	41	22.6
NEW MEXICO	16	35.3	24	44.1	38	8.8
OKLAHOMA	27	26.6	13	38.1	28	11.5
TENNESSEE	12	43.7	38	49.2	48	5.5
WASHINGTON	15	43.2	37	37.0	26	-6.2
TOTAL	1,014	38.8	29	45.5	41	6.7

Grades 9-12

State	Number Tested	Pretest NCE	Pretest Percentile	Posttest NCE	Posttest Percentile	Gain NCE
ALABAMA	9	31.2	18	49.5	48	18.3
ARKANSAS	8	38.0	28	41.0	33	3.0
CALIFORNIA	929	30.9	18	34.8	23	3.9
COLORADO	8	20.9	8	19.1	7	-1.8
CONNECTICUT	7	14.1	4	21.6	8	7.5
IDAHO	14	19.9	7	24.4	11	4.5
KENTUCKY	93	35.3	24	40.1	32	4.8
NEVADA	4	49.5	48	62.2	71	12.7
NEW JERSEY	15	21.9	9	40.4	32	18.5
NEW MEXICO	15	20.7	8	38.8	29	18.1
OKLAHOMA	4	40.8	33	39.0	30	-1.8
TENNESSEE	16	25.1	11	26.3	13	1.2
WASHINGTON	3	38.0	28	37.0	26	-1.0
TOTAL	1,131	30.8	18	35.2	24	4.4